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ABSTRACT

The purpose of this practicum was to design, develop, and implement a career guidance program for small high schools. The program description would act as a model for implementation at other high schools desiring a career guidance program. The method of communicating the program to others was the writing of a "how to" book which others would use as a guide. The practicum resulted in the development and implementation of a career guidance program at Del Paso High School, Walnut Valley Unified School District, Walnut, California. The process of implementation was evaluated at each step with good results. The process is to be described in a "how to" book which is in the process and, hopefully, will be published. (Author)

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CAREER GUIDANCE: AN IMPLEMENTATION MODEL FOR SMALL HIGH SCHOOLS

by

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Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

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Maxi I Practicum
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ABSTRACT

The purpose of this practicum was to design, develop, and implement a career guidance program for small high schools. The program description would act as a model for implementation at other high schools desiring a career guidance program. The method of communicating the program to others was the writing of a "how to" book which others would use as a guide.

The practicum resulted in the development and implementation of a career guidance program at Del Paso High School, Walnut Valley Unified School District, Walnut, California. The process of implementation was evaluated each step with good results. The process is to be described in a "how to" book which is in the process and, hopefully, will be published.

Mr. Stevens is principal of Del Paso High School, a "necessary small high school" in the Walnut Valley Unified School District. During the time span of the practicum Mr. Flanagan served as principal, Santana High School, Rowland Unified School District, and Mr. Whiteside was assistant principal of Mt. View High School, Santa Ana Unified School District.

CAREER GUIDANCE:
AN IMPLEMENTATION MODEL
FOR SMALL HIGH SCHOOLS

Chapter One
GUIDANCE, COUNSELING, AND CAREER DEVELOPMENT

The Need for Career Guidance:

Throughout his existence, man has engaged in purposeful activity. Earliest prehistoric man maintained himself and his family by hunting and fishing. Anthropologists have shown how this simple, essentially nomadic life was replaced in less primitive cultures by a system of division of labor, with some men primarily occupied as hunters, others as fishermen, herdsmen, and traders. As cultures became more sophisticated, other occupations evolved and the trend toward focusing effort upon a specific group of tasks emerged--at that point the concept of career was born.

Throughout existence work has been a crucial factor in social organization. Work was seldom, if

ever, only a means by which an individual sustained life. Work had many other functions of equal or sometimes greater importance to both society and to the individual. For example, work is one of the functions through which the individual relates to society. It provides him, and his family as well, with status, recognition, affiliation, and similar psychological and sociological products essential for his participation in a complex society.

Society and work are interdependent. Hence, we have come to identify work as good and as one of those activities which sustain society now and enhance its likelihood of future maintenance.

In the past, middle-class values have placed stress upon economic production, often dehumanizing the worker and making him simply a cog in a complex machine. As changing social values are reemphasizing the importance of the individual, a realignment between the individual and work has been taking place. Although the need for economic production has and will continue, the pressure for competitive efficiency has been supplemented by recognition of the value of work as a source of human satisfaction. More attention is being

given to the person as an individual and to work as a means by which that individual expresses himself. As Blocker states: "Work is increasingly valued or devalued not in terms of a moral imperative to work, not alone as an unfortunate but necessary means for economic survival, but as a way of organizing life in some psychologically meaningful and needfulfilling way."[1] Increasingly, work is valued in terms of its opportunities for facilitating optimal personal development of the worker.

The major aspect of the man-work relationship that concerns us is the induction process--the process by which the individual prepares for, enters, and assumes a place in the world of work. Formal education is one of the principal means by which society prepares its young for adult participation. The school is found in almost every society and culture and, without exception, it is given responsibility for assisting the young as they progress toward future occupational

1. Donald H. Blocker, "Social Change and the Future of Vocational Guidance," in Henry Borow, Ed., Career Guidance for a New Age (Boston: Houghton, Mifflin Company, 1973), p. 61

roles.[2] As Lee E. Isaacson points out, there are two factors which make the responsibility of the school in this process indisputable. "First, no other agency of society has the direct and prolonged access to our young people that the school has. Secondly, the period of compulsory school attendance in most countries now extends across the developmental years from early childhood to late adolescence."[3] It is during this period that the student must begin to plan and prepare for his role in the working world.

As society and its structures have grown more complicated and involved, the educational system has similarly expanded in scope, in size, and in function. Education has been seen by the general public as a means of solving its problems, and education has shown very real achievements. In spite of the very real accomplishments of education in this country, serious weaknesses remain.

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2. Ester M. Lloyd-Jones and Norah Rosenau, Social and Cultural Foundations of Guidance (New York: Holt, Rinehart and Winston, Inc., 1968), pp. 153-57.
3. Lee E. Isaacson, Career Information in Counseling and Teaching (Boston: Allyn and Bacon, Inc., 1971), p. 6.

Dr. Sydney Marland, the former U.S. Commissioner of Education, has stated "America's educational efforts are failing or at least not attuned to the realities of our time."[4] The realities of our times lie in the fact that:

1. Over 750,000 youths drop out of high school each year, most without a marketable skill.

2. More than 850,000 drop out of college each year, and less than half of those who enter college ever graduate.

3. Fewer than one in every four high school students is enrolled in vocational courses, primarily because of the excessive cost of some vocational classes and the "trade shop" stigma of vocational education.

4. The ratio of youth to adult unemployment has risen each year since 1960, and in 1969 the ratio had reached 5.5 to 1.[5]

Students often find that there is no relationship between the courses they are taking and the "real world." They are increasingly voicing discontent. This discontent is manifested in drug abuse, student

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4. Sydney Marland, Skyline Inn Speech, Washington, D.C., May 4, 1971.
5. Counseling and Guidance: A Call for Change, National Advisory Council on Vocational Education, Washington, D.C., June, 1972.

uprisings, truancy and other forms of escape. Contemporary society demands that our educational institutions respond to an increasing need for relevancy in education.

Career education is one proposed educational reform. It is a concept whose time has come because: (1) it has emerged at a moment when dissatisfaction with educational practices and outcomes are at a peak and (2) it promises to attack and improve some of the apparent sources of that dissatisfaction.

Career Guidance is one component of a comprehensive career education program.[6] A well-organized career guidance program requires an integrated, planned approach from K through adult education. This involves incorporating occupational and career information into the content of regular classes like reading, English, social studies and science, at all levels. It involves the development of units or courses at junior or senior high school levels specifically designed to familarize

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6. Career Education: A Handbook for Implementation, U.S. Department of Health, Education, and Welfare (Washington, D.C.; U.S. Government Printing Office, 1972), pp. 8-10.

students with the educational, industrial, and societal options open to them. It involves group and individual counseling opportunities where students will be helped to work through educational and career plans that are compatible with their resources. Helping students make realistic educational and career plans will give meaning to the school program they pursue.

Unfortunately, career guidance programs organized and integrated on a district or school-wide basis are hard to find.

Statement of the Problem:

Young people today are facing complex industrial and societal conditions that call for their leaving school with well-ordered educational and career plans. Efforts to help students complete these plans through guidance services are lacking in some schools and inadequate in others.

Research studies show a consistent tendency for high school students, college students, and out-of-school youth to list vocational and educational

problems as major problem areas. Froelich[7] found that the problems brought to a free community counseling center were about 29 percent educational problems, about 60 percent vocational problems, and about 11 percent personal problems. Remmers and Shimberg[8] reported that 40 to 50 percent of their group of 15,000 teenagers checked items which revealed a concern for the future. They found that nearly 50 percent of the ninth-graders in their sample were already worried about how they should earn a living after high school. Similar reports have been made in studies by Mooney[9] and by Laycock[10], showing extensive concern by youth about its educational and vocational future.

In California, which accounts for over one-tenth of the national educational programs, the California

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7. J.P. Froelich, "Factors Related to the Effectiveness of Counseling," (Unpublished Doctoral Thesis, School of Education, The George Washington University, 1948).
8. H.H. Remmers and B. Shimberg, Manual for SRA Youth Inventory (Chicago: Science Research Associates, Inc., 1949).
9. R.L. Mooney, "Surveying High School Students' Problems by Means of a Problem Check List," Educational Research Bulletin, Vol. 21 (March, 1942), pp. 57-69.
10. S.R. Laycock, "Helping Adolescents Solve Their Problems," The Education Digest (November, 1942), p. 32.

Advisory Council[11] questions whether those who desire career guidance services are being adequately serviced. Of the 649 California students surveyed by the Advisory Council[12], the majority stated a need for information about job training requirements, salaries and pay scales, job trends and opportunities, and other career-related facts. Sixty-nine percent stated that during the past year their teachers rarely or never related class subjects to the world of work. The survey also revealed that 53 percent of the students believed that school guidance personnel could help them more if these personnel were better informed about careers and jobs.

Reasons for these research results are numerous. Hansen and Borow[13] cite the following circumstances--all of which attest to the fact that the need for

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11. Career Guidance in California, California Advisory Council on Vocational and Technical Training, Sacramento, California, 1974.
12. A Survey of Students' Attitudes Toward Career Guidance in Selected Sacramento County Schools, California Advisory Council on Vocational Education and Technical Training, Sacramento, California, July, 1975.
13. Lorraine S. Hansen and Henry Borow, "Toward Effective Practice: Emerging Models and Programs," contained in Henry Borow, Ed., Career Guidance in a New Age (Boston: Houghton, Mifflin Company, 1973), p. 181.

career guidance has not been recognized and articulated.

a. The time available to school counselors for direct work with students is severely limited.

b. Students often hold a narrow and outmoded conception of career guidance and are ill prepared to benefit from it.

c. Counselors and students characteristically overemphasize the problem of specific choice and undervalue developmental and motivational aspects of planning.

d. Counseling often proceeds on the single-job-for-life assumption rather than upon the premise of a sequence of choices within a career.

e. Testing and test interpretation are over-emphasized.

f. Job content (formal duties) of occupations is stressed at the sacrifice of the psycho-social and life style characteristics of occupations.

g. Inadequate linkages exist between counseling and education, training, placement, job adjustment, and follow-up.

h. Short-term "crisis counseling" is given disproportionately heavy emphasis in guidance work with high school and college students.

i. Disproportionately heavy emphasis in high school is devoted to counseling the college-bound, with too little emphasis given to the work-bound.

j. Relatively few students cite counselors as having had an important influence upon their career planning.

k. Evaluation studies on the outcomes of career counseling have been few, and those which are available do not provide much support for the effectiveness of counseling. However, better designed studies showing more favorable results are beginning to appear.

The practicum participants submit that another circumstance prevails. Many within the educational community do not know how to organize and carry out the processes essential to the successful development and implementation of a career guidance program.

A Solution to the Problem:

There are a number of models and programs in career guidance.[14] Most have been so recently implemented that they can best be still regarded as pilot enterprises and the degree of articulation concerning these programs is so limited as to be of little help to the practitioner immediately. This practicum has as its objectives:

a. the development of a model for career guidance and counseling for the secondary (high school) level.

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14. Ibid.

b. the implementation of that model.

c. the articulation of the model and processes leading to implementation and evaluation through this report and the writing of a "how-to" book which would spell out the necessary steps.

It was agreed by the practicum participants that this approach would solve a number of the problems suggested in the preceding pages.

Definition of Terms:

Three of the terms basic to guidance activities and philosophy are: student personnel work, guidance, and counseling. Following Isaacson, we offer the following as working definitions:

> Student personnel work includes those activities conducted by a school beyond the usual classroom instructional program, designed to maximize both the effectiveness of instruction and the development of the individual.[15] One might expect to find under this heading such activities as the orientation program for prospective or new students, the student government program, the registration procedures, the co-curricular activities program, health services, remedial services, and attendance regulating services.[16]

15. Isaacson uses the definition offered by Dean L. Hummel and S.J. Bonham, Jr., in Pupil Personnel Services in Schools (Chicago: Rand, McNally & Company, 1968), p. 10.
16. Isaacson, op. cit., p. 8.

Many public schools have created a division of "pupil personnel services" within their organizational structure. This division would ordinarily include such services as attendance, guidance, health, psychological, remedial, and social. Staffed with professionally qualified school psychologists, attendance officers, school counselors, nurses, physicians, special teachers, and social workers, some being assigned to a specific school building and some to the central office but available to the school on a referral or periodic basis, each position is concerned with providing a service to the student so that he can maximize his classroom learning and his individual development.

> Guidance services include those aspects of the student personnel program designed to assist the individual in acquiring the attitudes, information, and understanding needed to make wise choices and adjustments.
>
> Guidance activities or services are essentially concerned with helping the individual to gain insight into and understanding of himself and his environment so that the choices and decisions he makes will lead to a satisfying, effective, and worthwhile life. The crucial aspect is the relevance to impending decision-making.[17]

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17. Isaacson, op. cit., p. 9.

Most guidance programs are centered around at least three basic guidance services: individual inventory service, the information service, and counseling. The individual inventory service is designed to assist the student in developing self-understanding and self-acceptance. The program helps the student to acquire and organize useful information about himself. Test and inventory results, observation, rating scales, case studies, and similar data are devices frequently used in this service.

A second guidance service is the "information service." Information would relate to future career choice--procedures for acquiring the training and skills needed for entrance, the nature of the work, its rewards and emoluments, the kind of life and opportunities provided by various types of work.

> The counseling service provides the one-to-one relationship between a student, or client, and a professionally competent counselor. The counselor assists the student to integrate and apply his understanding of himself and of the situation accruing from the previously described services so that he may make the wisest and most appropriate decisions and adjustments.[18]

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18. Isaacson, op. cit., pp. 9-10.

The counseling service, then, is an important part, but only a part, of the guidance services of a school. Similarly, the guidance program is only a part of the total student personnel program.

A fourth term, career guidance, must be explicated. We have chosen this title to emphasize that a decision made by an individual has an effect upon all aspects of his life and cannot be easily segmented or isolated. Restrictive modifiers used with the word "guidance"--such as "vocational," "moral," "personal"--imply a much more limited content and emphasis. The term "career" refers to the totality of life style, incorporating the possible patterns of choice at any given point in time--education, work, community service, affiliations, hobbies, and so on, in various mixes. Career guidance, then, is the term applied to the programs that are developed to promote and encourage the individual's self-development over his life span through education, work, and leisure.

There are numerous theories related to the procedure by which a person makes a career choice. Several of the more widely accepted theories will be considered briefly in the following chapters to

assist the reader in understanding how our concept of career guidance fits into the theoretical mold.

Chapter Two

THEORIES OF CAREER DEVELOPMENT

INTRODUCTION

American public education is based on the simple assumption that schooling during the formative years of childhood and adolescence prepares individuals for adulthood and various and sundry roles in society. In the previous chapter we made the point that the school's responsibility for assisting students with career planning, decision-making, and preparation for entrance into employment has been almost totally ignored until just recently. This chapter will discuss career development theory, making the assumption that the expansion of career guidance programs will require understanding regarding the vocational development aspect of growth and learning.

Although the professional literature is replete with theoretical writings, it is important for the reader to approach the literature with some caution. There is, at this time, no theory of career development sufficiently refined and substantiated to stand without

question. Indeed, one can question whether there ever will be such a theory. However, those theories which have been developed have been formulated to explain how individuals choose occupations and why they select and eventually enter different occupations. The issue is not whether to accept the theories, but rather how to apply knowledge of the theories to the solution of guidance problems. Indeed this practicum demonstrates how a framework can be developed from a synthesis of career development principles.

Theorists tend to place emphasis on certain aspects of career development in their writings. S.H. Osipow[19], in a book-length summary of theoretical positions of various theorists, has proposed that theories of career development fall into four broad categories: 1) trait-factor theories; 2) sociological theories; 3) self-concept theories; and 4) personality-related theories. Following Osipow's classification system, we will discuss the theory of one respected theorist in each category to suggest the flavor of that theory.

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19. S.H. Osipow, Theories of Career Development (New York: Appleton-Century-Crofts, 1968).

REVIEW OF MAJOR VIEWPOINTS

Trait-factor Theory:

The present theories of career development trace their roots to the beginning of the present century. Credit for the first modern foundation of vocational guidance is credited to Frank Parsons, director of the first vocational guidance center in the United States. His book, Choosing a Vocation, published in 1909, contains a clear statement of his theory of career development.

> In the wise choice of a vocation there are three broad factors: 1) a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their causes; 2) a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different kinds of work; 3) true reasoning on the relations of these two groups of facts.[20]

The development of this approach was characterized by an emphasis on measurable attributes as predictors of educational and vocational success. During a relatively short period of time, using a structured

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20. Frank Parsons, Choosing a Vocation (Boston: Houghton Mifflin, 1909), p. 5.

interview approach, a counselor would meet with an individual to help him analyze himself. Concurrently, occupations would be explored in a similar manner. As a result of such exploration, a matching or true reasoning concerning the relationships between these two sets of data was assumed to occur. Parsons' formulation of vocational guidance indicates that he viewed guidance as an event which took place in a person's life. To him, it consisted of a series of contacts with a counselor in which the individual examined himself and the world of work.

Katz provides a concise description of this theory.

> To oversimplify, this theory holds that first, the individual is in effect "keyed" to one or a few "correct" occupational positions; second, if left to his own devices, he would probably gravitate toward the right choice, but with some wasted motion and time and some possibility of missing the proper target altogether; third, the "key" should therefore be learned--and can be learned--quite early in adolescence; fourth, all educational decisions should be determined by the requirements and characteristics imputed to this "appropriate" vocation; fifth, the occupational goal should remain constant over a period of time and the final goal can be known early and can--and should--determine all preliminary decisions (for example,

> choice of high school curriculum and other educational alternatives) leading up to it.[21]

The trait-factor theory was predominant during the early part of this century and wasn't challenged effectively until the 1940's and early 50's. Research evidence began to accumulate which pointed to the inadequacies and the limitations of the trait-factor theoretical model. Thorndike and Hagen pointed out limitations of tests in predicting occupational membership and success. The final statement of this book summarized their notions concerning the value of test batteries for prediction differentiation.

> Individuals get into occupations for a great variety of reasons, many of which may be completely unrelated to their abilities or appropriateness for the occupation. Insofar as this is the case, we can hardly expect our tests to predict this event.[22]

As such evidence began to accumulate, disillusionment with the trait-factor theory occurred. It became clear that many of the assumptions upon which this theoretical approach was based were not valid and

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21. M. Katz, Decisions and Values; a Rationale for Secondary School Guidance (New York: College Entrance Examination Board, 1963), p. 6.
22. R. Thorndike and E. Hagen, 10,000 Careers (New York: John Wiley, 1959), p. 323.

that new understandings were necessary. Katz succiently suggested the role of trait-factor theory.

> In the absence of convincing evidence for the existence of occupational monotypes, or arguments for establishing them, trait-and-factor theory is limited only to the determination of decisions, it is not a theory of occupational choice at all, but only one element that can be worked into a more comprehensive theory of occupational choice. Perhaps it may best be regarded as an expression of the reality element that affects occupational sorting. It encompasses observations of <u>what happens</u> with particular reference to the content of choice and the results of selection, but does not penetrate beneath the surface of events to explain the process of choosing or to furnish a clear rationale for intervention in that process.[23]

<u>Sociological Theories</u>:

Counselors and teachers in giving assistance to youth in building career plans have tended to focus attention upon on-the-job aspects of the relationships between man and work. Such emphasis has included consideration of the duties or tasks included in the occupation, the qualifications and preparation normally expected of the worker, the opportunities for entering and advancing in the field, expected earnings, working

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23. Katz, <u>op. cit.</u>, p. 13.

conditions, etc. A point made by Theodore Caplow is of significance also. "The influence of a calling on the lives of those who follow it does not cease with the five o'clock whistle, but extends beyond the shop or office to every aspect of existence."[24]

The sociological approach is fundamentally based on the notion that elements beyond the individual's control exert a major influence on the course of his life, including his educational and vocational decisions. Supporters[25] of this view suggest that the degree of freedom of occupational choice a person has is far less than might at first be assumed and that a man's self-expectations are not independent of the expectations society has for him.

Laurence Lipset suggests that "the dynamics of vocational development and vocational adjustment can be understood only when there is consideration not only of

24. Theodore Caplow, The Sociology of Work (Minneapolis: University of Minnesota Press, 1954), p. 124.
25. Theodore Caplow, The Sociology of Work: D. Danskin, "Studies on the Sociological Aspects of Specific Occupations," The Personnel Guidance Journal: A.B. Hollingshead, Elmtown's Youth: D.C. Miller and W.H. Form, Industrial Sciology: Laurence Lipsett, "Social Factors in Vocational Development," in Herman J. Peters, Vocational Guidance and Career Development.

individual factors but also the social influences upon the individual and the interaction between individual and group."[26] Lipsett suggests a number of social factors which affect vocational development and would be appropriate for the guidance counselor to be aware of.

1. Social Class Membership

   The facts that identify the counselee's social class, including occupation and income of parents, place and type of residence, and ethnic background.

2. Home Influences

   Goals that parents have for the counselee, place among siblings, influence of siblings, role of counselee in the family, family values and counselee's acceptance of them.

3. School

   Scholastic achievement, relationships with peers and with faculty, group goals and values in the school, vocational specialization if any.

4. Community

   Group goals and values--the "thing to do" in the community, special career

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26. Laurence Lipsett, Social Factors in Vocational Development," contained in Herman J. Peters and James C. Hansen, Vocational Guidance and Career Development (New York: The Macmillan Company, 1966), pp. 43-44.

opportunities or influences, counselee's identification with the community and desire to stay there and accept its values.

5. Pressure Groups

Has the counselee (or his parents) been exposed to any particular influence that leads him to value one occupation over another? Is this influence compatible with the counselee's abilities, values, and needs.

6. Role Perception

Does the counselee want to be a leader, a follower, an isolate, or just a "good Joe"? Is the counselee's perception of himself and his role in accord with the ways other perceive him?[27]

Related to the sociologist's belief that circumstances impose choices on individuals is the proposal that chance plays a major role in occupational decisions. Being in the "right place at the right time," the sociologists would suggest, may have more to do with the vocational decisions people make than systematic planning and career counseling.

The most far reaching contribution of this approach to career development is the increased sophistication in program development as a consequence of a

27. Lipsett, op. cit., p. 50.

greater understanding of the social forces that affect individual decisions. The need to relate career development to class membership, economics, and location has been adequately demonstrated.

Self-Concept Theory:

> This approach holds as its central theses that:
>
> (1) individuals develop more clearly defined self-concepts as they grow older, although these vary to conform with the changes in one's view of reality as correlated with aging; (2) people develop images of the occupational world which they compare with their self-image in trying to make career decisions; and (3) the adequacy of the eventual career decision is based on the similarity between an individual's self-concept and the vocational concept of the career he eventually chooses.[28]

Probably no one has written as extensively in this theoretical approach as has Donald Super. His earlier theoretical statements were written in response to the theory proposed by Ginzberg and associates.[29] He criticized their approach because it failed "to take into account the continuity of the development of

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28. Osipow, op. cit., p. 11.
29. E. Ginzberg, S.W. Ginsburg, S. Axelrod, and J.L. Herma, Occupational Choice: An Approach to a General Theory (New York: Columbia University Press, 1951.

preferences and of the differences in the stages, choices, entry and adjustment; it [should] explain the process through which interest, capacities, values, and opportunities are compromised."[30]

Super proposes the notion that a person strives to implement his self-concept by choosing to enter the occupation he sees as most likely to permit him self-expression. Furthermore, Super suggests that the particular behaviors a person engages in to implement his self-concept vocationally are a function of the individual's stage of life development. As one matures, his self-concept becomes stable. The manner in which it is implemented vocationally, however, is dependent upon conditions external to the individual. Thus, attempts to make vocational decisions during adolescence assume a different form than those made during the later stages of life. Diverse vocational behaviors, according to Super, can be understood better by viewing them within the context of the changing demands of the life cycle on the shape of attempts to implement a self-concept.

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30. Donald A. Super, "A Theory of Vocational Development," American Psychologist, 1953, 8, p. 187.

Super generated ten propositions--a summary statement of his position.

A Theory of Vocational Development

1. People differ in their abilities, interests, and personalities.

2. They are qualified, by virtue of these characteristics, each for a number of occupations.

3. Each of these occupations requires a characteristic pattern of abilities, interests, and personality traits, with tolerances wide enough, however, to allow both some variety of occupations for each individual and some variety of individuals in each occupation.

4. Vocational preferences and competencies, the situations in which people live and work, and hence their self-concepts, change with time and experience (although self-concepts are generally fairly stable from late adolesence until late maturity), making choice and adjustment a continuous process.

5. This process may be summed up in a series of life stages characterized as those of growth, exploration, establishment, maintenance, and decline, and these stages may in turn be subdivided into (a) the fantasy, tentative, and realistic phases of the exploratory stage, and (b) the trial and stable phases of the establishment stage.

6. The nature of the career pattern (that is the occupational level attained and the sequence, frequency, and duration of trial and stable jobs) is determined by the individual's parental socioeconomic level,

mental ability, and personality characteristics, and by the opportunities to which he is exposed.

7. Development through life stages can be guided, partly by facilitating the process of maturation of abilities and interests, and partly by aiding in reality testing and in the development of the self-concept.

8. The process of vocational development is essentially that of developing and implementing a self-concept: it is a compromise process in which the self-concept is a product of the interaction of inherited aptitudes, neural and endocrine makeup, opportunity to play various roles, and evaluations of the extent to which the results of role playing meet with the approval of superiors and fellows.

9. The process of compromise between individual and social factors, between self-concept and reality, is one of role playing, whether the role is played in fantasy, in the counseling interview, or in real life activities such as school classes, clubs, part-time work, and entry jobs.

10. Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits, and values; they depend upon his establishment in a type of work, a role which his growth and exploratory experiences have led him to consider congenial and appropriate.[31]

The Super position presents some moderately specific guidelines for guidance and the practice of

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31. Super, op. cit., pp. 189-190.

counseling. The counselor operating within this framework would try to appraise the life stage of his client in order to define relevant counseling goals. He would try to help his client to clarify his self-concept, and, within the context of his life stage, expose him to events which would permit him to move toward implementation of that concept.

Personality-Related Theory:

The range of ideas, as in the other categories, that are included under this heading is quite vast. The ideas range from elaborate lists of needs inherent in the process of vocational choice and the detailed personality types for career areas to assorted empirical studies on the particular personality factors involved in career choice and career satisfaction.

The underlying assumption of this approach is that workers select their jobs because they see potential for the satisfaction of their basic personal orientation. A corollary assumption is that exposure to a job gradually modifies the personality

characteristics of the individual so that his personality becomes very similar to those individuals performing the same kind of work.

Given this set, John Holland, states that individuals can be classified into a limited number of personality types and that work situations or environments can be similarly classified.

Major classes of occupational environment and individual personal orientations are described along six dimensions. Table 3[32] summarizes the construct.

Holland suggests that each model environment is sought by the individual whose personality type is similar to those controlling the environment. It is assumed that he will be comfortable and happy in a compatible environment and uneasy in an environment that consists of different personality types. A congruent person-environment match presumably results in a more stable vocational choice, a higher vocational achievement, higher academic achievement, better maintenance of personal stability and greater satisfaction.

32. Larry J. Bailey and Ronald W. Stadt, Career Education: New Approaches to Human Development (Bloomington, Illinois: McKnight Publishing Company, 1973), p. 80.

TABLE I

A SUMMARY OF HOLLAND'S (1959, 1966) PERSONALITY TYPES AND ENVIRONMENTAL MODELS

Personality Types * (Modal Personal Orientation)		Environmental Models * (Occupational Environments)	
Type	Description	Type	Typical Occupations
Realistic (Motoric)	Enjoys activities requiring physical strength; aggressive; good motor organization; lacks verbal and interpersonal skills; prefers concrete to abstract problems; unsociable; etc.	Realistic (Motoric)	Laborers, machine operators, aviators, farmers, truck drivers, carpenters, etc.
Intellectual	Task oriented, "thinks through" problems; attempts to organize and understand the world; enjoys ambiguous work tasks and intraceptive activities; abstract orientation; etc.	Intellectual	Physicist, anthropologist, chemist, mathematician, biologist, etc.
Social (Supportive)	Prefers teaching or therapeutic roles; likes a safe setting; possesses verbal and interpersonal skills; socially oriented; accepting of feminine impulses; etc.	Social (Supportive)	Clinical psychologist, counselor, foreign missionary, teacher, etc.
Conventional (Conforming)	Performs structured verbal and numerical activities and subordinate roles; achieves goals through conformity.	Conventional (Conforming)	Cashier, statistician, bookkeeper, administrative assistant, post office clerk, etc.
Enterprising (Persuasive)	Prefers verbal skills in situations which provide opportunities for dominating, selling, or leading others.	Enterprising (Persuasive)	Car salesman, auctioneer, politician, master of ceremonies, buyer, etc.
Artistic (Esthetic)	Prefers indirect personal relationships, prefers dealing with environmental problems through self-expression in artistic media.	Artistic (Esthetic)	Poet, novelist, musician, sculptor, playwright, composer, stage director, etc.

SUMMARY

It is well to conclude this chapter by reasserting that the present theories of career development are somewhat lacking when evaluated against rigorous criteria of formally adequate theories. The issue is not whether to accept the theories, but rather how to apply knowledge of the theories to the solution of guidance problems.

This chapter was not written as a comprehensive history and review of career development theory. It was designed to indicate, in broad brush strokes, the color of theory and to permit the reader to develop a frame of reference by which he can understand the factors which affect the individual involved in the process of career choice.

Career guidance, once understood as a somewhat simple process of matching people to jobs is now understood in the context of the complex process of human development. We suggest that, in the past, we have underestimated the resources needed to effectively develop and manage programs of career guidance to enhance and promote such development. It must be treated as a major educational goal.

Chapter Three

THEORY INTO PRACTICE

While many are quick to condemn the inadequacies and ineffectiveness of the educational system in providing career guidance, few have offered concrete suggestions as to what the system should be doing to improve their services in this field. In Chapter Two, we discussed some theories of career development. In this chapter we offer a model of career guidance that synthesizes the research and theory and can be transplanted, as a practical program, into the schools.

The current research and writings indicate that the single-occupational-choice-at-a-point-in-time focus has been encompassed by a broader emphasis which focuses on choices made over the life span. Emphasis is on self development in relationship to occupational choice as well as to many other types of choices in an individual's life. All dimensions of life are focused upon, not as separate entities, but as interrelated parts of the whole person. The concept of career now

encompasses a variety of possible patterns of personal choice related to each individual's total life style--his career identity.

We offer the following model as a conceptual framework for the development of career guidance programs to fit the need of individual schools and school districts.

The practicum participants reviewed a number of models--recognizing that none were totally right, some being better than others. Rather than rediscovering the wheel, we adopted the model developed by the California Personnel and Guidance Association and delineated in the monograph Career Development: A California Model for Career Guidance K-Adult. Desiring to propose to others a total package, we wanted to ascertain if others would also feel that the model was satisfactory.

In order to get at that question, we sent out 150 questionnaires (see Appendix, Exhibit C) to administrators of necessary small high schools in California, approximately 50% of the total number. The questionnaire, while, perhaps, simplistic in technique, asked the respondents to rate the "significance" of the concepts contained in the model and the degree to which

they felt the model was "adequate" for career guidance. Seventy-one questionnaires (47%) were returned.

Though there was great variation in the rating of "significance" of each concept, there did appear to be sufficient evidence to conclude that the respondents felt the model was adequate. The final question included in the questionnaire asked the respondents to judge the merits of the total model. The question was:

> You have now read the concepts included under the major components. Taken as a whole, how would you judge the model.
>
> Poor Adequate Extremely Good
> 1 2 3 4 5 5 7 8 9 10

No respondent gave the model a ranking of less than five (5). The breakdown was:

Ranking	Total Giving That Rank
10	8
9	7
8	30
7	11
6	5
5	10

The average ranking received was 7.6. The participants consider that this ranking is indicative of a strong feeling on the part of the respondents that the model is satisfactory.

Figure 2 on page 38 demonstrates the three major components which promote career Planning and Decision-Making; 2) Education, Work, and Leisure Alternatives; and 3) Life Styles and Personal Satisfaction.

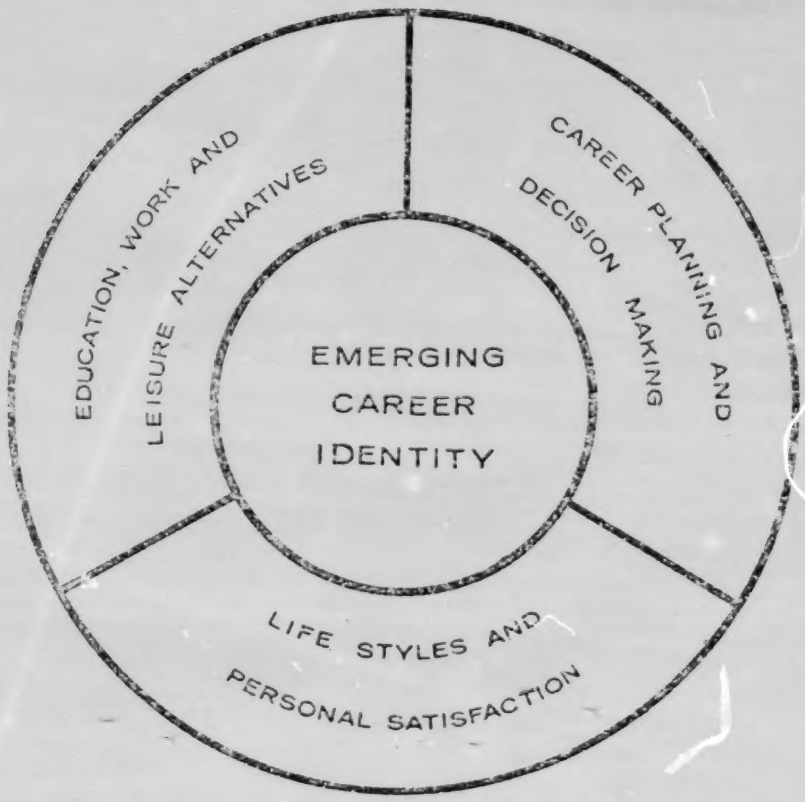

Figure 2[33]

[33] California Personnel and Guidance Association, Career Development: A California Model for Career Guidance Curriculum K- Adult, Monograph Number 5, 1972.

Within each of these major components, basic concepts have been identified. The concepts represent broad areas of learning content which students need to understand in order to develop work, leisure and life style satisfactions which will contribute to their growth as human beings and result in desirable societal outcomes. The following outline shows the basic model expanded to include the concepts under each of the three major components.

BASIC COMPONENTS AND CONCEPTS OF THE CAREER GUIDANCE MODEL[34]

1.0 Career Planning and Decision Making.

- 1.1 Individuals differ in their interests, aptitudes, abilities, values and attitudes.
- 1.2 The understanding, acceptance and development of self is a lifelong process and is constantly changed and influenced by life experiences.
- 1.3 Environment and individual potential interact to influence career development.
- 1.4 Individuals must be adaptable in a changing society.
- 1.5 Career planning should be a privilege and responsibility of the individual.

34. Ibid.

2.0 Education, Work and Leisure Alternatives

2.1 Knowledge and skills in different subjects relate to performance in different work roles.

2.2 There is a wide variety of occupations which may be classified in several ways.

2.3 Societal expectations influence the nature and structure of work.

2.4 There is a relationship between the commitment to education and work and the availability and utilization of leisure time.

2.5 There are many training routes to job entry.

3.0 Life Styles and Personal Satisfactions

3.1 Work means different things to different people.

3.2 Job satisfaction is dependent on harmonious relationships between worker and work environment.

3.3 Job specialization creates interdependency.

The following expansion of the model includes not only the three components and their respective concepts, but also the general goal for the student under each concept.

COMPONENTS, CONCEPTS, AND GOALS OF THE MODEL WITH DEVELOPMENTAL DESIGNATIONS[35]

1.0 Career Planning and Decision Making.

1.1 Individuals differ in their interests, aptitudes, abilities, values, and attitudes.

The goal is for the student to realize, understand, and utilize in his own planning the fact that his personal characteristics are unique and will influence his success in an occupation. Expanding on this, he recognizes that dignity and worth are the products of compatibility between work and worker, and of commitment on the part of the worker. He identifies a variety of occupations in which he might perform adequately and recognizes ways in which he might perform adequately and recognizes ways in which he could develop dignity and worth in each of these.

1.2 The understanding, acceptance, and development of self is a lifelong process and is constantly changed and influenced by life experiences.

The goal is for the student to learn that the unique self--the pattern of personal characteristics--is not a static entity but a dynamic being with inherent power to change and with inexorable change being imposed continuously by life experiences. This will enable him to recognize how successes

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35. Ibid., pp. 10-13.

and failures contribute to occupational decision-making. He will also see how his own self-concept determines how he reacts to and influences his environment.

1.3 Environment and individual potential interact to influence career development.

The goal is for the student to utilize information about his environment as it relates to his individual potential in career development. Learning that career development is a lifelong process with identifiable stages and is dependent upon a continuous and sequential series of choices will enable the student to evaluate his social class roles, sex, ethnicity, and other facts, both reversible and irreversible, which may affect career development.

1.4 Individuals must be adaptable in a changing society.

The goal is for the student to prepare for constantly changing employment trends, work roles, and job mobility. While he is encouraged to move toward an occupational choice, he recognizes the influence of occupational supply and demand. He formulates attitudes toward work mobility and recognizes that his occupational opportunities may be restricted or enhanced by these attitudes. He accepts the fact that many workers will need repeated job placement and postplacement support.

1.5 Career planning should be a privilege and responsibility of the individual.

The goal is for the student to actively engage in his own career development process. He increases his self-knowledge, his knowledge of the world of work, and he recognizes and accepts the responsibility for career choices that affect his own destiny.

2.0 Education, Work, and Leisure Alternatives

2.1 Knowledge and skills in different subjects relate to performance in different work roles.

The goal is for the student to establish relevance between courses pursued in school and various occupational roles. He is encouraged to commit himself to learning as a necessary part of career planning and to learning related to tentative career interests.

2.2 There is a wide variety of occupations which may be classified in several ways.

The goal is for the student to understand the relationship implied in such classification systems as job families and job clusters, and to utilize such classifications in expanding the range of occupations for which he is qualified and in which he could find satisfaction. The classification system gives direction for job choice, job mobility, and job advancement.

2.3 Societal expectations influence the nature and structure of work.

The goal is for the student to move toward establishment of his role in

society by understanding the many ways in which society influences the nature and structure of work. He learns the relationships between technological advances and supply and demand economy, and sees that economic and political forces create changes in employment opportunities. He recognizes that occupations exist for society's purposes and that all jobs contribute to society's ways of living. He is encouraged to utilize this knowledge to become a force in shaping the society in which he lives instead of allowing his occupational life to be buffeted by society's whims.

2.4 There is a relationship between the commitment to education and work and the availability and utilization of leisure time.

The goal is for the student to understand that both classifications and levels of occupations affect the amount of time a person has available for leisure activities, as well as the kind of leisure activities he is apt to pursue. He learns that leisure time is unequally distributed among occupational groups; in making career decisions, he applies his own attitudes and values concerning leisure time. He recognizes that personal satisfaction in his career is related in part to effective involvement in leisure time activities.

2.5 There are many training routes to job entry.

The goal is for the student to break loose from the traditional restraints that had training for the various levels of jobs locked into specific training routes characterized by a heirachy of

prestige. He learns about the many training routes available for a variety of possible occupational choices. He learns about the time involvement, cost, location, and other aspects of training institutions as well as less formal training routes such as apprenticeship, on-the-job training, company retraining and armed services training. He utilizes this information in making interim as well as final career decisions.

3.0 Life Styles and Personal Satisfactions

3.1 Work means different things to different people.

The goal is for the student to learn that there is a wide range in the degrees and kinds of satisfaction that are derived from work. He understands the contribution his career can make to personal fulfillment, as he sees that occupations and life styles are interrelated. He recognizes that it is psychologically and socially enhancing to be a productive person; he finds that no occupation is completely satisfying--that every occupation has its disadvantages. He sees that purpose and commitment play a part in the meanings people attach to work. As he understands how occupations serve individuals' purposes and needs, he is able to apply this knowledge to interim and final career decisions.

3.2 Job satisfaction is dependent on harmonious relationships between worker and work environment.

The goal is for the student to understand the individual's role in establishing harmonious relationships between worker and work environment, and to utilize this understanding in his career decision-making. He investigates the degree of congruence between his personal characteristics (especially attitudes and values) and the characteristics expected of a worker in the occupation of his tentative choice. He determines whether any existing incompatability can be eliminated by his own efforts, either by changing his own characteristics or by effecting change in the job situation. He decides whether his tentative occupational choice and its influence on life style will furnish adequate outlets for his abilities, interests, personality, and values.

3.3 Job specialization creates interdependency.

The goal is for the student to recognize that some jobs are not totally fulfilling for the worker, and to determine whether or not this factor would reduce job satisfaction for him. He learns that job specialization isolates him from the total activity, and reduces the possibility for people to see their efforts in finished form. He learns that workers on such jobs must seek greater satisfaction from other facets of their lives.

The model adopted provides for developmental levels, but in too general terms to be useful on a district-wide basis. The California Personnel and Guidance Association suggests that certain concepts

should be introduced before others, but does not suggest when in the educational experience of the student.

A second questionnaire was developed and mailed to those who had responded to our first questionnaire. This questionnaire listed the concepts and asked the respondents to indicate at what grade level the concepts should be introduced. The questionnaire follows the format below.

> Directions: In a previous questionnaire you rated the concepts for their "significance." Recognizing that the concepts build upon each other, at what grade level should each of the concepts be introduced. Circle the grade level, as indicated below the concept, YOU feel would be most appropriate for introduction.
>
> 1.0 Career Planning and Decision-Making
>
> 1.1 Individuals differ in their interests, aptitudes, abilities, values and attitudes.
>
> K-3 4-6 7-9 10-12
>
> 1.2 The understanding, acceptance and development of self is a lifelong process and is constantly changed and influenced by life experiences.
>
> K-3 4-6 7-9 10-12

Only two of the original respondents did not return the survey. Using their opinions as to the

the perceived grade level to enter the concepts we developed the following sequence model.

CAREER IDENTITY SEQUENCE MODEL

ELEMENTARY	MIDDLE - JR. HIGH SCHOOL		HIGH SCHOOL
Middle Childhood K-3	Late Childhood 4-6	Early Adolescence 7-9	Adolescence 10-12
AWARE	UND.	ACT.	ACT.
AWARE	UND.	ACT.	ACT.
	AWARE	UND.	ACT.
	AWARE	UND.	ACT.
	AWARE	UND.	ACT.
AWARE	UND.	ACT.	ACT.
	AWARE	UND.	ACT.
	AWARE	UND.	ACT.
AWARE	UND.	ACT.	ACT.
	AWARE	UND.	ACT.
AWARE	UND.	ACT.	ACT.
AWARE	UND.	ACT.	ACT.
	AWARE	UND.	ACT.

CODE: Awareness ☐ Understanding ▒ Action ■

The sequence model defines three functional levels of objectives for each concept. We suggest that at the awareness level the student will know that individuals differ in their abilities, interests, etc.

At the understanding level the student will manifest actions to demonstrate this understanding, and the action level will see him doing something as a result of his awareness and understanding. At the awareness level the student may demonstrate that he has learned by, for example, listing or stating facts or information. At the understanding level the student demonstrates that he has internalized the learning and at the action level the student does something which demonstrates that he can utilize the learnings at the awareness and understanding levels in logical sequence.

The authors have adopted this model after careful consideration of many others. Again, it must be noted, that models are neither right nor wrong, some are merely better than others.

Chapter Four

THE PROCESS OF ORGANIZING A CAREER GUIDANCE PROGRAM: NEEDS ASSESSMENT

INTRODUCTION

To describe the process of developing a career guidance program, we will divide the discussion into five stages: (1) needs assessment, (2) program planning, (3) program implementation, (4) program improvement, and (5) program justification. We will describe what was done in each stage and how each stage was or may be evaluated.

NEEDS ASSESSMENT

In the needs assessment stage, decisions must be made as to whether a career guidance program is necessary and desired in the particular school, what materials and hardware needs the particular school has, and what the specific needs are that the career guidance program will attempt to meet--i.e., using the career development concepts delineated in the model, the staff will determine whether some concepts need to be emphasized more than others.

Student Needs Assessment:

The prime consideration is whether the matter of career guidance is of sufficient concern to nudge aside other emphases with which it may be competing. In order to make a judgment, the participants decided to conduct a needs survey of both students and parents.

We reviewed a number of needs assessment instruments that could be used with students. Among these were the Career Quotient Survey prepared by the Career Education Section, Division of Curriculum and Instructional Services, Office of the Los Angeles County (California) Superintendent of Schools, the Career Planning Survey prepared by the Huntington Beach (California) Union High School District, and the Priority Counseling Survey, a commercial needs assessment instrument.

Santana High School (Rowland Unified School District, Rowland, California) and Mt. View High School (Santa Ana Unified School District, Santa Ana, California) opted for the use of the Priority Counseling Survey. Del Paso High School (Walnut Valley Unified School District, Walnut, California), not having budgeted for this instrument, elected to develop its own

survey--the Educational and Career Planning Questionnaire--based on the other forms. Needs assessment was conducted during the month of January (1975) in three schools.

The data for all three schools indicated a significant amount of need and interest on the part of students. In each of the instruments, a question requested the students to define their present course of study.

7. My present course of study is:
   A. General Education
   B. Business Education
   C. Vocational Agriculture
   D. Fine Arts
   E. Practical Arts and Vocational Education
   F. Home Economics
   G. College Prep. Math/Science
   H. College Prep. English/Social Studies
   I. College Prep. General Program
   J. College Prep. Foreign Language
   K. Combination of two or more of A-I
   L. Not sure

At Del Paso High School, only 32% of the 55 students responding could define their course of study. Twenty-four percent defined their course of study as "General Education," 22% indicated they were unsure. None indicated they were involved in a college

preparatory course of study. The data from Santa High School and Mt. View High School was very similar. Of the 82 respondents at Santana, 27 (32.9%) defined their course of study as "General Education," while 31 (37.8%) were not sure. At Mt. View High School, 30 (31.6%) of the 95 respondents were not sure of their course of study, while 25 (26.3%) indicated their course of study was "General Education."

Another question common to the instruments used, asked the students:

8. How sure am I my present course of study is what I want?
   A. Very sure; it is exactly what I want
   B. Somewhat sure; I think it is what I want
   C. Doubtful; I am not too sure it is what I want
   D. I am in the wrong course of study

Only 10.9% (9) students at Santana High School, 21.1% (20) at Mt. View High School, and 31% (17) at Del Paso High School indicated that they were very sure. At Del Paso High School 11 (20%) students indicated they were "Doubtful," while the figures were 29 (35%) students at Santana High School and 22 (23.2%) at Mt. View High School. Seven (13%) students at Del Paso

High School, eight (9.7%) students at Santana High School, and 12 (12.6%) students at Mt. View High School indicated that they were in the "wrong course of study." On the average, 36.7% of the students queried had little or no faith that their present course of study was helping to meet their perceived needs.

The participants suggest that the responses to these two questions indicate a significant lack of satisfaction among the students with their program and that a significant "lack of direction" exists. The question then becomes, "Do the students perceive a need for career guidance?" Our data indicates a significant need exists.

One question is the most significant in regard to the students perceived need for career guidance.

14. Please note my need at this time for help with career planning
    A. Need considerable help
    B. Could use additional help
    C. Plans are pretty clear and do not need additional help at this time

At Del Paso High School only 35% of the students indicated that they did not need additional help while 49.5% indicated they could use additional help and 15.5% indicated the need for "considerable help." In

other words, 65% of the students indicated a perceived need for help in career planning. The data for both Santana and Mt. View High Schools is similar. At Santana High School 53.6% of the students answered that they could use additional help and 17% indicated the need for "considerable" help. At Mt. View, 16.8% indicated the need for "considerable" help, while 48.4% stated they could use additional help.

Taken as a whole, sufficient data exists to suggest that, at all three schools, the students desired help with career planning.

Parental Needs Assessment Survey:

A second needs assessment activity involved the parents. The practicum participants wanted to obtain information as to how the parents felt toward the inclusion of a career guidance program.

In a needs assessment instrument concerning the total school program, two questions were inserted. One question asked the parents to prioritize the emphasis that should be given to different "types" of counseling. We offered five categories--each undefined: (1)

personal, (2) career, (3) academic, (4) social, and (5) religious. Although only 32 (58%) of the 55 sets of parents responded, this was considered to be adequate for suggesting the desires of our parents. The priority ratings were:

1. academic
2. career
3. personal
4. social
5. religious

We also included a question regarding the students' need for career planning help as perceived by the parent. Twenty-three (67.6%) indicated that they felt their child needed considerable help, 5 (15.6%) felt that the child needed additional help, while only 4 (12.5%) felt no help was needed. We concluded that the parents would support the development of a career guidance program.

The two assessments indicated to the participants that there did exist ample justification for continuing the process of developing a career guidance program and ample evidence to present to the Superintendent and Board of Education, if necessary, in justifying expenditure of time and money.

Inventory/Analysis of Existing Guidance Program:

The participants also felt that an inventory/ analysis of the existing guidance program was necessary. Cursory subjective evaluation made by the participants indicated a variation in the guidance service provided by the participant's respective schools. However, a systematic means of evaluating the programs was felt necessary. H.H. London provided a format that offered adequate information to work with. The form included in the Appendix of her book, and developed by Franklin R. Zeran and Anthony C. Riccio, "A Checklist for the Analysis of Existing High School Guidance Programs,"[36] was utilized by the participants.

To make the evaluation somewhat more objective, we each evaluated the others guidance program. We each spent the better part of a day interviewing the staff, students, office personnel, the counselors, principal, and viewing career materials. The participants felt that by evaluating in this manner a more objective assessment would occur.

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36. H.H. London, Principals and Techniques of Vocational Guidance (Columbus, Ohio: Charles E. Merril Publishing Co., 1973), pp. 315-321.

The evaluations (see Appendix, Exhibit A) indicate a wide variation in guidance programs. The evaluations are useful in identifying for each school, its respective needs. Given that information, the school can alter its program to meet identified needs. Such alteration would be included in the program planning stage.

Concept Emphasis Assessment:[37]

Although one can, for purposes of description, differentiate between stages in development, it is necessary that it be recognized that activities overlap

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37. At this point in our practicum external complications interferred and caused change in our plans. We had expected to work directly with the staff at Santana High School, which had virtually nothing in regard to career guidance, to plan a program and evaluate the process. However, with the notification of the principal of possible reassignment and the duress placed upon him by this possibility, another location was necessary. Both the principal and assistant principal of Mt. View High School received similar notices. Therefore, it was determined to alter our plans and work with Del Paso High School to develop a program and evaluate the process. These events occurred in late February and it wasn't until March that we could continue. The description that follows in this practicum report, now concerns those activities occurring at Del Paso High School.

and weave together to make the whole.

The model provides a listing of concepts and broad goals to be accomplished. These must be taken from the stage of a model and made operational.

The practicum participants' method of operationalizing was to decide which concepts were to be emphasized and to develop objectives--learning or behavioral objectives--for each concept. The model defines three functional levels of objectives; an awareness level which refers to the learner knowing; an understanding level which sees him manifesting actions to demonstrate understanding, and an action level which sees him doing something as a result of his knowing and understanding. Awareness must precede understanding and understanding must precede action. Logical decision-making demands that the learner not take action until he is aware of the facts and understands the interrelationships of these facts as they affect him.

Although objectives may be specified at all three functional levels for each concept, it may not be appropriate or desirable to develop all three for any one concept in a specific school setting. For example,

Concept 2.2, "There is a wide variety of occupations which may be classified in several ways," it would be appropriate to develop an awareness objective for primary children, but it would be premature to develop an action objective regarding occupational classifications. Similarly, students may already be aware of certain facts or even have internalized these facts to a point that they have the necessary tools for taking action. In this, only an action objective may be necessary. This would be particularly true if students had completed career development units at previous grade levels. In developing the objectives for a specific setting, we consider it imperative that the developmental level of the students be considered and that the objectives be defined at appropriate functional levels.

It is not possible to develop a set of objectives which would be applicable to a variety of settings. The objectives must relate directly to the variables within the specific setting. Therefore, <u>there is no way for a school staff to avoid developing their own objectives and identifying which concepts are to be emphasized</u>.

At this point in our practicum we formed a Career Guidance Advisory Committee. Since the particular school (Del Paso High School) is small, it was decided to involve the entire staff. We also involved four parents, two students, and two business people in the community. The entire committee consisted of thirteen people.

The first meeting of the advisory Committee consisted of detailing for the members the purpose of the practicum, the results of our needs assessment study, the model accepted, and their involvement in the process. We were quite candid in explaining our involvement in the Nova program, the benefits accruing to the school from our project, and that we were involved in evaluating process as well as product. Their acceptance was gratifying.

During the first meeting a copy of the model, goals and concepts, was given to each member. Each was read and discussed. We explained that we were concerned with developing a program which would "fit" the school and community and recognized that some concepts might need to be emphasized more than others.

In order to get at this question, a questionnaire was developed which listed the concepts and provided for a rating (Likert scale) of each. Each committee member rated each concept as to its appropriateness for the Del Paso High School situation. Using the "Delphi" technique to gain consensus, the average score for each group (parents, community representatives, staff, and students) was tabulated. An average score for all members was also tabulated.

Mr. Whiteside and Mr. Flanagan, who acted as consultants to the Advisory Committee, tabulated the scores while the next step in the process was discussed with the participants. When the tabulation was completed, the forms were returned to each participant and they were requested to rate the concepts a second time given their original ratings and the added input of total average and each sub-group rating.

The final tabulation (see Appendix, Exhibit B), provides for a consensus on the part of the participants that goes beyond a single tabulation. The "Delphi" process provides for more information given to each participant as to how others view each item to be rated.

By rating via a paper-and-pencil method, time is provided for individual thought. Secondly, a very vocal person, or one who is considered to be more authoratative, can often unduly influence a group. The "Delphi" technique negates this possibility.

SUMMARY

The needs assessment stage of this practicum involved the identification and writing of appropriate needs assessment instruments, their utilization with students and parents, the identification of an instrument to assess existing guidance programs within a school, and a methodology for determining which concepts of the model need to be emphasized in a particular school setting.

The student and parent instruments collected sufficient data to justify the expenditure of time and moneys in the development of a viable program. Their use by any school or district would provide an adequate picture of that district's needs.

The instrument identified for use in analyzing an existing guidance program provides a very good

picture of that program. The participants feel tnat the instrument allows for a more objective view of what exists.

The instrument and methodology employed for ascertaining emphasis within a program is a must for any school attempting to follow the procedure we are outlining. It is requisite that the persons leading the process provide the "raters" with information about the students. This information would take the form of existing courses or units in careers in the elementary and intermediate schools and information generated by the student needs assessment instruments.

Chapter Five

THE PROCESS OF IMPLEMENTING A CAREER GUIDANCE PROGRAM: PROGRAM PLANNING

INTRODUCTION

As its name implies, the program planning stage is a phase where the staff is actually planning or developing its own career guidance program to be implemented in the near future. Again, our concern is with the process. The discussion which follows discusses this process in terms of the three major guidance services: (1) counseling, (2) individual inventory service, and (3) the information service.

COUNSELING

It is doubtful if a statement of purposes of counseling could be drawn that would be universally acceptable to all counselors in all schools. The following discussion presents several views of the purposes of the counseling function. We will also discuss the methodology used to move the model from the stage of a model into an operational framework for counseling.

Purpose of Counseling:

The central purpose of the counseling service is generally viewed as assisting students to understand themselves, to make choices that are individually satisfying and socially effective, and to try them out in real life situations. The point of providing counseling services can be seen in that most pupils at some time or another become concerned by uncertainties in their lives and desire to be optimally functioning in daily life.

Humphreys, Traxler, and North, in writing of the basic process of counseling, see as its purpose to gain (1) knowledge of one's capacities; (2) to understand the world as it relates to his capacities; (3) to develop skill in coping with life's concerns' and (4) to move toward greater self-realization through wise decision-making and planning.[38]

Rogers believes that the basic purpose of counseling is ". . . a more broadly based structure of

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38. J. Anthony Humphreys, Arthur E. Traxler, and Robert D. North, Guidance Services (Science Research Associates, 1967), pp. 27-28.

self, and a more comfortable and realistic adjustment to life."[39] Arbuckle believes the objectives and purposes of the counseling service are based on the following principles: "(1) objectives of counseling should be based on the premise that man is a capable self-determining creature; (2) objectives are based on counselee's self-acceptance and understanding; and (3) honesty towards one's self; and (4) objectives are based on counselee need, not counselor need."[40]

Herman J. Peters and Bruce Shertzer suggest that counseling services in schools have the following purposes:

1. To individualize for each pupil the cumulative effects of individual development, group forces, and mass techniques and media of the school.

2. To provide professionally prepared persons equipped to help individual pupils understand their personal characteristics, realize their potentialities, obtain an appropriate concept of the self, and experience behaviors resulting from the cognitive analysis in counseling.

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39. Carl R. Rogers, Client-Centered Therapy (Boston: Houghton Mifflin Company, 1951), p. 195.
40. Donald S. Arbuckle, Counseling: Philosophy, Theory and Practice (Boston: Allyn & Bacon, Inc., 1965), pp. 56-63.

3. To facilitate changes in individual pupils to enable them to make wise future decisions. To extricate themselves from immediate difficulties. Their problems can be used as a means of furthering self-knowledge and acceptance as well as of acquiring increased ability for self-direction.

4. To free the capacities of pupils to learn. Through counseling contact, the individual pupil will be able to strengthen his ego function, self-concept, and plan activities to implement them.

5. To help the individual pupil find the opportunities that are right for him and evaluate his experiences and coping to current realities.

6. To realize that the residency of responsibility of behavior is in him.[41]

If these can be accepted as the purposes of counseling, then it is necessary to provide both a framework and a structure in which the counselor has the opportunity to accomplish the purposes. We suggest that the model outlined in Chapter Three provides such a framework.

Validation of the Model:

Our first concern was to develop a model or

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41. Herman J. Peters and Bruce Shertzer, Guidance: Program Development and Management (Columbus, Ohio: Charles E. Merrill Publishing Co., 1969) p. 185.

framework that synthesized the research and theory. The practicum participants reviewed a number of models--recognizing that none were totally right, some being better than others. Rather than rediscovering the wheel, we felt that the model, as explicated in Chapter Three, was adequate. We did, however, since we wanted to propose a total package which could be used by others, want to ascertain if others would also feel that the model was satisfactory.

In order to get at that question, we sent out 150 questionnaires (see Appendix, Exhibit C) to administrators of necessary small high schools in California, approximately 50% of the total number. The questionnaire, while, perhaps, simplistic in technique, asked the respondents to rate the "significance" of the concepts contained in the model and the degree to which they felt the model was "adequate" for career guidance. Seventy-one questionnaires (47%) were returned.

Though there was great variation in the rating of the "significance" of each concept, there did appear to be sufficient evidence to conclude that the respondents felt the model was adequate. The final question

included in the questionnaire asked the respondents to judge the merits of the total model. The question was:

> You have now read the concepts included under the major components. Taken as a whole, how would you judge the model.
>
> Poor Adequate Extremely Good
> 1 2 3 4 5 6 7 8 9 10

No respondent gave the model a ranking of less than five (5). The breakdown was:

Ranking	Total Giving That Rank
10	8
9	7
8	30
7	11
6	5
5	10

The average ranking received was 7.6. The participants consider that this ranking is indicative of a strong feeling on the part of the respondents that the model is satisfactory.

Developing Objectives for Counseling:

In Chapter Four, we discussed the development of an Advisory Committee and one of its functions. A second function which the committee served was to help

identify activities that students could partake of to learn, understand, and demonstrate knowledge.

This is a completely different process than that normally followed. The "normal" process would be for the person(s) responsible to engineer a set of objectives from the concepts and then develop activities. We wished to be creative. We started with activities and then developed learning objectives. For the identification of activities we used the process of brainstorming. Three separate sessions were held. Each was different in structure and atmosphere. Each is described and evaluated in the following discussion.

Session One:

The rules of brainstorming, following Charles Clark[42], were explained to the committee. The committee was given the task of identifying activities the students could participate in for each particular objective. Everyone was encouraged to contribute as many ideas as possible and these were written on the chalkboard. No value judgment or criticisms were

42. Charles Clark, Brainstorming (Garden City, N.Y.: Doubleday & Company, Inc., 1958).

permitted and participants were encouraged to hitchhike on other's ideas. Wild ideas were encouraged to stimulate the imagination.

For the first session, a formal atmosphere was established. Tables were formed into a "U" shape with the chalkboard and the consultants (Mr. Whiteside and Mr. Flanagan) at the open end of the "U." A time limit was established for each concept--10 minutes. At the end of the session the list was typed up, distributed, and during ensuing discussion the various ideas were evaluated and criticized. Those surviving this process were saved for final evaluation.

Session Two:

The second brainstorming meeting took on another color. For this meeting we used the brainstorming method called Morphological Synthesis developed by Myron S. Allen[43], director of the Creative Growth Center in Los Angeles. He believes that brainstorming works best when all members of the group are of approximately equal rank and the problem is not too

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43. Myron S. Allen, Psycho-Dynamic Synthesis (West Nyack, N.Y.: Parker Publishing Company, 1966).

controversial. Our problem was not controversial, however, with the inclusion of staff, parents, and community/business leaders, we had a committee of varied background and "rank." Allen believes that in such a situation, fear of embarrassment, lack of self-esteem, even fear of reprisal greatly limits the willingness of group members to participate and contribute.

Allen's method overcomes these limitations by giving each member of the group complete anonymity.

Committee members were furnished with 3" x 5" cards and instructed to write their ideas quickly and briefly on the cards. The consultants collected the cards, typed the lists and then destroyed the cards. Thus, the anonymity of each member was guaranteed. Only then were the ideas criticized and evaluated. Surviving ideas were retained for a final session.

Session Three:

The third session saw a completely different atmosphere established. Participants were informed that this would be a very informal meeting. Rather than using a chalkboard to list the ideas generated,

the consultants used paper on clip boards. Rather than a formal setting around tables in traditional school chairs, a conference room was cleared of formal furniture, beanbag chairs brought in and a small stereo unit played background music. Participants, following the model of the leaders (Whiteside, Flanagan and Stevens) were encouraged to move about the room, help themselves to coffee at any time, and, generally, relax. No time limit was established as it had been in the past two sessions. Apparent running-out-of-ideas was used as the signal to move on to the next concept.

As in the first two sessions, the ideas were typed up, distributed at the end of the session, and then criticized and evaluated. As in the first two sessions, those ideas surviving the process were saved for final evaluation.

Final evaluation of the ideas for activities took the form of a questionnaire sent to each member of the committee. The members were asked to rate the ideas on a scale of 1-10 for value and practicality. Upon receipt of the ratings, the totals were averaged and, following the "Delphi" technique again, the

ratings were sent out with a new questionnaire. The respondents were again asked to rate the ideas with the new input. The final tabulation of averages, compared with the first average, showed some changes (see Appendix, Exhibit D). The final tabulation provided the participants with a number of ideas to be used as learning activities and for developing learning objectives.

Process Evaluation:

Evaluation of the process used in sessions consisted of two methods--observation by the practicum participants and a questionnaire in which the committee members responded. The questionnaire was sent out after the work of the committee was completed and the committee dissolved, our assumption being that the respondents would be more willing to express themselves at this time.

In evaluating the sessions through observation, the practicum participants were concerned with: (1) quantity of ideas generated, (2) apparent behavior, and (3) apparent attitudes of the participants. We recognize that only three sessions were held and that a more

valid evaluation should include many more sessions.

Evaluation by observation was consistent with evaluation by the committee members. Session three--the relaxed atmosphere--generated many more ideas than did the first two sessions. In each session, except the third, w brainstormed four concepts, in the third session we brainstormed five. In session one we averaged 43 ideas per concept, in session two only 34, while in the last session we generated 52. The committee members indicated that they perceived the third session to be more productive. We asked "Which of the three sessions do you feel was the most productive? Rate the sessions from 1 to 3, with the number one indicating the most productive and the number three the least productive." All thirteen members of the committee rated session three as being most productive. It was generally felt that session one was more productive than session two. Two parents and one student felt the second session was more productive than the first--perhaps Allen's conception of rank or status had some effect, although it may have been the parents, rather than students who felt the effects of "rank."

The indication is that the more informal session produced a greater quantity of ideas. Again, we must add a caution. Two variables enter the equation--(1) the participants were more familiar with each other by the time of the third session and any self-consciousness may have diminished, and, (2) the concepts may have been such as to provide a basis for the generation of more ideas.

The practicum participants attempted to assess the attitude of the committee members during each session also. We looked for "symbols of discontent" to gauge attitude. While no measuring device, such as a frequency checklist was used, we looked for such physical signs as "turning the body away from the activity," "sighing," "day dreaming," and similar manifestations which we considered as negative toward the process. Our subjective evaluation led us to conclude that there were less signs (symbols) of "discontent" during session three than any of the other sessions. We ranked session one as better than session two.

Attempting to ascertain the committee members'

attitudes toward the sessions and their feeling of working as a cohesive, functioning group, we asked the question of them: "In which session do you feel the committee acted most as a group dedicated to achieving the same ends?" The response was, again, unanimously that of session three. Session one was a close second, and session two a distant third. Virtually none of the committee members considered themselves part of a group during session two.

The third evaluation measurement we used was that of attitude. Subjective evaluation via observation relied upon overheard conversations. Again, we did not use a checklist or other developed form. We agreed beforehand that we would attempt to assess attitude toward each session via "overheard" conversations. It was felt that the committee members, during coffee-breaks, after sessions, etc., would express their attitudes readily to one another. Our observations indicated a close ranking between session one and session three. Comments made during session one seemed to concern themselves with the value of the program and "fun" of the process. They could be

typified by such comments as:

> "It's about time that the school district payed more attention to careers and the need of employers in the area." (Community member, businessman within the district.)
>
> "This school is one of very few that is really making any attempt to help students." (Parent.)
>
> "That's a wild idea you threw out, but it keyed a number of ideas for me and others." (Community member, businessman in the district.)
>
> "This is 'sorta' fun." (Student representative.)

Session three saw much the same type of comments. The only additions significant to the observers were:

> "I feel much more comfortable and relaxed tonight." (Parent)
>
> "I'm going to buy a beanbag chair." (Community member, businessman in the district.)
>
> "At least, in this school, my ideas are listened to." Student representative.)

In our questionnaire we asked the question: "In which session did you feel most willing to provide ideas?" Again, the committee members indicated that session three made them most comfortable. The response was unanimous.

Our evaluation strategy leads us to the conclusion that session three was the most beneficial in

terms of the total process. Our recommendation will be, in our process book, that persons following the process model use the procedures in session three.

Given the ideas for activities and their final ranking by the committee members the practicum participants developed objectives for the program. We followed the procedure of attempting to use any ideas that received a ranking of 8 or above (see Appendix, Exhibit D). The objectives were written by the practicum participants and then engineered into individual Learning Activity Packages (see Appendix, Exhibit E).

THE INDIVIDUAL INVENTORY SERVICE

The testing of people has been conducted with some success long before the process became scientific. Much of this "pre-scientific," common-sense sorting of individuals still goes on. Society, probably, could not function iwthout it. A test is, broadly speaking, any situation that permits someone or something to be critically evaluated. In a stricter sense, it is a series of questions or other exercises intended to

measure knowledge, skill, intelligence, or some other attribute.

Purposes of Testing:

The testing program, like other parts of the instructional and guidance program, should be developed on a foundation of educational objectives. The testing program is an extension of the certificated staff's powers of observation. Because the sine qua non justification for guidance is to assist the pupil to be at his physiological and psychological best for learning in the classroom, there are specific purposes for using guidance oriented instruments of measurement in the counseling process. E.F. Lindquist summarizes the purposes as follows:

1. The objective appraisal of personality for better self-understanding and self-direction on the part of the individual himself.

2. The accurate comparison of individual performance with the performance of others for the purposes of selection, recommendation, and self-understanding.

3. Improved basis of prediction as to likelihood of success in any activity in which prospective performance can be measured and compared.

4. Evaluation of personal characteristics in relation to characteristics required for educational and occupational performances.

5. Evaluation of achievement and growth--individual and group.

6. Disclosure of capacity and potentiality as well as the diagnosis of mental disabilities, deficiencies, and abberations.[44]

Relevance in Testing:

The purpose of this practicum is not to delineate the multiplicity of tests available for the professional staff to use in any particular school. The professional literature is replete with such descriptions and most counselors are aware of such exams through experience with them or through university courses on tests and measurements. Most discussion revolves around the validity and reliability of the various tests. These are properties inherent in the tests. The writers are more concerned with the concept of relevance. Relevance is a function of both the test and the situation. One asks: Does it make sense to give this

44. E.F. Lindquist, Educational Measurement (American Council on Education, 1951), p. 71.

test in this situation in this way to these people to measure what I want to measure? This concept puts stress upon the judgment by the counselor of what tests best fit the particular program developed at the particular school.

Communicating the Results of Tests:

> A common failing of guidance programs is that tests of intelligence, achievement, adjustment, and other attributes are given, filed, and forgotten. Little or nothing is done about the results. Like so many things that happen in schools, testing then becomes a ritual indulged in because schools are "supposed to" do this. What could be a means to something useful becomes an end in itself--a useless end. Results should be communicated meaningfully . . ."[45]

The model adopted for this practicum requires that test results be communicated, judiciously and meaningfully, to the student. It is of utmost importance that the student analyze himself, be aware of his values, attitudes, achievement, and aptitudes, and be guided in using this self-knowledge to make rational decisions.

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45. Robert B. Nordberg, Guidance: A Systematic Introduction (New York: Random House, 1970), p. 89.

THE INFORMATION SERVICE

The use of educational and occupational information in vocational guidance has been heavily stressed since the time of Parsons. Career information can be defined as "'valid and usable materials about the world of work which are appropriate for assisting the individual seeking vocational guidance.'"[46] Isaacson uses the term career information to include occupation, educational and social information.

The Function of Career Information:

Isaacson, in summarizing the function of career information as proposed by Brayfield[47], Christensen[48], and Baer and Roeber[49] suggests that they fall into four categories--motivational, instructional, adjustive, and distributive. We quote at length.

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46. Isaacson, op. cit., p. 15.
47. A.H. Brayfield, "Putting Occupational Information Across," Educational and Psychological Measurement, Vol. 8, Part 2 (Autumn, 1948), pp. 493-95.
48. T.E. Christensen, "Functions of Occupational Information in Counseling," Occupations, Vol. 28, No. 1 (October, 1949), pp. 11-14.
49. M.F. Baer and E.C. Roeber, Occupational Information (Chicago: Science Research Associates, Inc., 1951), pp. 424-72.

Motivational uses. All three sources suggest that career materials can be used to arouse or to stimulate the counselee. Within the educational setting it is easy to envision this type of activity, since it is one that logically fits into the exploratory life stage discussed above. The client at any age level who is just beginning to think about how he can relate to the world of work in the future is often confused, and finds it difficult to grasp any sort of structure. He may, for example, imagine himself engaged in some professional or technical field, but at the same time have no conception of how to proceed into that field. Career materials that describe the extent and nature of the education leading to that field afford some clarification. The high school freshman who dreams of engineering may move from fantasy toward reality as he learns something of the college program taken by engineering students, and contemplates the prerequisite curriculum crammed with mathematics and science.

Similarly, the student who anticipates completing his education with high school graduation, or even sooner, may be helped to become realistic by considering career materials which describe employment opportunities in the fields he is scanning, as well as some of the extrinsic benefits he hopes to obtain. The goal here is not to convince him that more education is the solution to his problem--it very well may not be. The goal is to assist him to see as accurately as possible what it is he wants and what that desire will cost him in effort, finance, and other resources, so that the result--self-determination--has an opportunity to develop.

An even simpler motivational use of career materials is to use them to encourage the individual to begin vocational planning. This may start with helping him to realize that each person has some degree of self-determination,

the amount usually specified by the individual himself. Often junior high school students can be seen at this stage of development. Brief vocational biographies may motivate them as they enter the exploratory phase.

Counselors with clients who have been technologically displaced or who are physically handicapped may encounter similar problems in helping them understand what they can do to alter the unpleasant situation in which they find themselves. Being older, such clients may more likely have fixed values and self-concepts that are more rigid than those of adolescents. Career materials that help them to become aware of alternative fields may be highly motivational. Such materials may provide the "handle" they need to start restructuring a situation previously considered hopeless and confusing.

Instructional uses. Probably the most common function of career information in the counseling relationship is to inform or teach the client about the occupation being discussed. At this point the work of the teacher and of the counselor are in close conjunction. While the teacher, with primary concern for a group of students, must focus mainly upon the general area, the counselor, with basic concern for one particular student, can concentrate upon the specific areas in which that student expresses interest.

Obviously, the depth and scope of the instructional use of career materials will vary according to the individual and his needs and desires. The early adolescent may be more concerned at the moment with acquiring some grasp of the broad range of occupations, and less interested in detailed study of one or two. Occupational briefs, abstracts, and surveys may be of more use with this client than the longer, more detailed monographs or books. As this individual continues his exploratory activities we can expect him to reach a point, probably much later, when he

will want to peruse materials in which he may have had no interest before. At this point the same kinds of items selected previously will not provide him the help he seeks. He is now ready for a more intensive study of a specific field or two. Monographs and books, as well as visits to observe workers on the job, may be desirable now.

There are numerous opportunities throughout each student's educational career for the teacher and counselor to collaborate in fulfilling this function. Very often the teacher's classroom activity can be utilized as a starting point that will lead to further exploration with the counselor. This follow-up can be developed either in individual counseling or in group counseling. Such movement from the classroom to the counseling room should be a natural and normal outgrowth of the relationship between teacher and counselor, providing the maximum opportunity to meet the individual needs of each student. The counselor can play a useful role as a resource person for the classroom activity, thus making the transition from classroom to counseling room easier.

The instructional use of career materials by the counselor provides him many opportunities to help the counselee to acquire some insight into the vocational choice process as a process. Clients can be easily helped, during early educational years, to develop the concept of tentative choice based upon broad areas rather than specific occupation, and to see the impact of additional educational experiences, broadening personal observations, and family influences in modifying tentative plans. If the counselor is able to assist the client with career materials that are appropriate for him, and with the opportunity to discuss those materials, he can help immeasurably in the type of planning that ultimately results in self-determination.

Baer and Roeber include in this category the evaluative function of career information in

counseling. They define this function as checking the accuracy of the counselee's knowledge and understanding of an occupation or family of occupations. This is, of course, an important aspect of the instructional use of career materials. It is obvious that a counselee can not make appropriate decisions when he either lacks needed information or processes inaccurate information. In many situations misconception or inaccuracy may be even more dangerous, since the client may act upon it and commit himself to a course of action that later is difficult to undo. The self-clarification aspect of counseling involves not only the client's understanding of his own strengths and weaknesses, but also his understanding of his present and anticipated environment. This latter area certainly includes the world of work. It is essential that the counselor have a broad and current knowledge of as much of the world of work as possible, if he is to help the counselee become aware of misconceptions and misunderstandings which might become a basis for wrong action. Having at hand an adequate library of career materials which client and counselor can consider together is probably the most effective way to eliminate such misinformation. To be most useful, the library of materials must be up to date and include a range of materials to meet the varying needs of the clients using it.

Adjustive uses. The adjustive function of career information in the counseling process is used to assist the counselee in developing a more appropriate balance between himself and his tentative career plans. The "himself" in the previous sentence includes all of the inputs that the individual brings to the vocational development process--his abilities, limitations, resources, potential experiences, and other things. Those individual characteristics set certain limits within which vocational success and satisfaction are more likely to occur. If vocational goals demand abilities beyond the

individual's range, his chances for success are limited.

Clear and precise evaluation of one's total self is not an easy process and there are innumerable opportunities to go astray. It is not at all surprising that many, in fact probably all, people have less than an exact picture of themselves. In many cases such "photographic distortions" within the self-concept may not only cause no difficulty in vocational choice, but may actually increase the potential for success. On the other hand, there are many distortions of reality that may be located in what can be called pressure points or friction points. These distortions can cause not only unhappiness and dissatisfaction, but disaster as well. The readjustive process is one of helping the individual to deal with those distortions that are likely to be troublesome.

Distortion of reality can occur in any aspect of the self-concept. Since it is natural for most us to want to think as well of ourselves as possible, the danger of an inflated view of one's potential is easy to acquire. In terms of vocational planning, this can easily lead to the individual selecting a goal that appears to be beyond the likelihood of attainment. On the other hand, it is possible for a person to underrate his potential and thus to select a goal that does not provide the challenge and opportunity that he is capable of matching.

Career materials will be invaluable to the counselor who is helping a client in the adjustive function, since accurate, up-to-date materials can provide the basic criteria against which the individual can measure himself. Not only does the situation call for materials which clearly set forth the demands and requirements for success in the field, but also for those materials which will help the client to assess the psychological and sociological factors related to the occupation.

The counselor will find printed materials particularly useful, since the client is more likely to be able to measure himself against standards on the printed page than against information which the counselor might relate to him verbally, because of the personal relationship between counselor and client. The client should be able to feel at all times that the counselor is "with" him, rather than against him. If the counselor draws upon his personal knowledge to quote standards or requirements, he puts himself in a position which the client may feel is one of authority and opposition. However if he helps the client find appropriate information in reliable sources he remains "with" the client, and is thereby in a better position to interpret feelings and reactions.

Distributive uses. Among the sources listed only Christensen proposes a distributive function for career information in counseling. Since this function relates particularly to the later phases of the exploratory life stage and the early portion of the establishment life stage, it warrants at least brief consideration. Where the other functions of career information discussed up to this point are concerned primarily with selection of a career field and preparation for that field, this function is basically focused upon entrance into employment or the placement activity.

It is generally recognized that the principle of individual differences applies to occupational fields just as it does to people. In other words, there are tremendous differences between jobs or positions which carry the same occupational title. Although the basic skills and competencies required of high school English teachers are pretty much the same, there are likely to be wide differences in the specific work of any two English teachers. These differences may be due to differeing standards in the two schools, differing facilities, students,

communities, working conditions, administrators, colleagues, and numerous other factors. Christensen is concerned with identifying the distributive function in helping the client, about to enter the world of work, to select a work situation compatible with his needs, drives, and ambitions. He recognizes the truth in the old adage about "being in the right church but in the wrong pew." That is to say, a counselee might make a very appropriate vocational choice in terms of all of the factors that should be considered, but find that all his careful planning has gone for naught if he selects a working situation that is incompatible for him. For example, the neophyte English teacher whose family background has been entirely in a large city and who completes professional preparation in a metropolitan university may find considerable difficulty in adjusting to a teaching assignment in a small rural school far away from any urban area.

Career materials used in counseling as the client approaches the placement situation may help him to be aware of problems of this type and thus avoid what might prove to be a disappointing and disillusioning experience. No doubt, many workers have abandoned a career field toward which they have worked for many years because of an inappropriate placement. The loss to the individual and to society could have been avoided by consideration of possible problems at the proper time.[50]

Career Information at Del Paso High School:

The practicum participants had available at Del Paso High School an established career center which

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50. Isaacson, op. cit., pp. 535-540.

housed a great array of material. These materials had been identified and obtained as part of the "mini-Practicum" of Richard Stevens (see Appendix, Exhibit F, Career Guidance: A Handbook for Counselors, Teachers, and Administrators).

To this, the participants added two items of major significance. It was felt important community resources be identified. We, therefore, developed a form letter/questionnaire that was sent out to parents of students, members of the local Chamber of Commerce, businesses within the community identified through the yellow pages of the telephone directory, and members of local service organizations (see Appendix, Exhibit G).

The questionnaire helped us to identify business people and businesses in the community which would:

(1) provide guest speakers for the school

(2) allow tours of their businesses

(3) provide printed materials or films available about their businesses or occupation

(4) participate in exploratory or general work experience programs.

This information was placed on a developed form and could be used by the counselor to arrange speakers,

tours, and establish work centers for our students (see Appendix, Exhibit H for a sample of the completed form).

Speakers invited to the school need to know what type of information is desired and what "type" of students they will be meeting with. Students meeting with the speaker need some guidelines to aid them in listening and identifying some of the things they need to know and understand. We developed a form letter that could be sent to each invited speaker. We also developed a form which the student could use to make sure the speaker covered all the material he would want to know (see Appendix, Exhibit I).

SUMMARY

The program planning stage is the phase where the staff of a school is actually planning or developing its career guidance program. We have suggested that three vital services must be included in the program: counseling, the information service, and the individual inventory service. These services are the heart of a career guidance program.

There exist a number of other concerns that could be included in the program planning stage, thus in this chapter. However, we will hold these in abeyance for the next chapter.

Chapter Six

PROGRAM IMPLEMENTATION

INTRODUCTION

The implementation of a career guidance program is based on the belief that career experiences are essential. Rather than permitting individuals to drift through childhood and adolescence without adequate exposure to work and educational roles, career guidance programs focus on the importance of providing career-related experiences which will enable the individual to make more adequate decisions regarding their work roles. The program must fit the particular school in its particular environment. Schools will implement career guidance programs in different ways.

This practicum was devoted to the development and implementation of a career guidance program for "small" schools. We define this as any school with an Average Daily Attendance of fewer than 300 students. No exact information is available as to how many schools, nationwide, currently fall in this category. In California, there exist at least 250 high schools which are classified as "necessary small high schools" and

have an ADA of less than 300 students. In the school year 1955-56, considering only rural schools (those in communities of less than 2,500 population), the average enrollment figures were 106.8 for elementary and 177.2 for secondary schools.[50] In 1956, 16.5 percent of school districts in the continental United States operated no schools at all; 41.1 percent had fewer than 49 students; 19.5 percent had between 50 and 229 pupils; and 22.9 percent had 300 or more pupils.[51] Doubtless these figures have changed in recent years.

Smaller schools are still very much with us and it is important that consideration be given to the special problems of guidance services in these schools. Whatever the portion of pupils enrolled in smaller schools, they are entitled to the best guidance services which can be provided under the circumstances.

PROBLEMS OF THE SMALL SCHOOL

There are, obviously, a number of ways in which small and large schools differ beyond the sheer fact of

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50. Carroll H. Miller, Guidance Services: An Introduction (New York: Harper & Row, 1965) p. 339.
51. Ibid.

size itself and some of these create for the small school special problems in guidance services. One limiting factor may be the lack of specialized personnel.

The school of less than 300 ADA is probably fortunate if it has the services of one full-time counselor or equivalent. It is very improbable that there will be a psychologist or social worker assigned to the school on anything like a full-time basis. If the school is part of a larger system, such as a county system, the services of some specialists may be available through a central office.

Another problem of the small school may be the difficulty of maintaining a continuity of program because of the relatively high turnover among administrators, counselors, and teachers. This is probably to be expected as a normal situation since inexperienced teachers are apt to start in smaller schools and personnel who enter counseling and administration are also apt to begin in smaller situations.

A third problem of the smaller school may be one of restricted physical facilities. Older school

buildings are not likely to include carefully planned space for guidance services. Remodeling may well afford an opportunity for planning space for guidance. But even if remodeling is not at the moment possible, some kind of minimal physical facilities can usually be worked out if the administration and faculty really believe in and desire a guidance program.

ADAPTING GUIDANCE PRACTICES TO THE SMALL HIGH SCHOOL: DEL PASO HIGH SCHOOL, AN EXAMPLE

Even a cursory examination of the small school situation makes clear that an effective program in a small school cannot be merely a reduction to snapshot size of a picture taken of a large school. The pattern of services must take full cognizance of limitations and at the same time try to make use of whatever advantages may exist.

The practicum participants suggest that in order to implement a program of career guidance, certain information is necessary to help implement the program. The following chart is designed to provide examples of areas and the questions that need to be asked.

PROGRAM PLANNING/PROCESS

AREA	Some questions to be considered
Situation	What are the constraints of the situation in which the career guidance program will be introduced; e.g. attitudes of community, staff and students; opportunity to enroll students, etc.?
Staff	What characteristics, including skills, should various staff members have to help insure success of the program?
Methods & Procedures	What methods and procedures are to be used?
	Is any special training needed for the staff to use these methods and procedures?
Materials	What instructional materials are needed? Are the materials available commercially or do they have to be developed locally?
	When are the various materials needed?
Parents	What activities should the parents engage in to make the program effective?
	What understandings do we want the parents to have?
	What attitudes should the parents have toward the program--what attitudes do they have now?
Student Population	What is the age and grade level(s) of the students?

	Are the materials being designed for students of a particular level of ability?
Facilities and Equipment	What size room(s) is required? What special equipment is needed?

Using these questions, and others appropriate for the particular schools situation, a staff can begin to plan the particular structuring to be used at their school. The planning/implementation process, however, must consider these constraints.

The following is a description of how the practicum participants and the staff of Del Paso High School worked through these questions and arrived at the particular structure for the school.

Situation:

Del Paso High School is a "continuation" high school in the Walnut Valley Unified School District. The district has an enrollment just in excess of 6,000 students served by five elementary schools, one intermediate (7-8) school, one comprehensive high school, and the continuation high school. Two schools, an elementary school and an intermediate school are now

being constructed.

Continuation education was established in 1919 primarily to provide part-time schooling for young people who were forced by economic conditions to leave the full-time school and to find part-time employment so as to support themselves and their families. Among these young people were many dropouts who would become unemployed and perhaps delinquent because they were not qualified for employment or vocational training.

Today, however, in addition to serving these students, continuation education is offering other young people an alternative method of schooling that has a flexible, personalized program of instruction. These students may have health problems which cause them to miss much school and are thus unable to function in the large comprehensive high school with its lock-step methods of instruction. The students may have serious skill deficiencies needing remediation and are unable to function in the traditional school and are unable to obtain the necessary individual help required. By and large, the majority of the students are those who are attendance and behavior problems. Whatever the reason

for their lack of attendance and their behavior, it is the function of the continuation school to counsel these students and to help them gain an education.

Such students profit from the availability of an alternative--a different secondary education that can lead to a high school diploma, that serves their special needs and problems, that offers smaller classes with individualized instruction, and that enhances their feelings of satisfaction in completing subject matter requirements.

Students are enrolled at any time of the year and the transient rate is great. During the 1974-75 school year, Del Paso High School enrolled a total of 181 students, but had a maximum enrollment for a school month of 88. The Average Daily Attendance for the 1974-75 school year was 56.5 students. For the 1975-76 school year the projected ADA is 65 students.

The attitude of the community toward the school is not negative. The school attempts to maintain a "low profile." Any publicity takes a positive stance. There does exist within the general public an image of continuation high schools as schools of "bums,"

"drop-outs," "trouble-makers," and "dopers." When we comment that the community attitude is "not negative," in comparison to many other continuation schools we are saying that we have received a "positive rating" by our community.

The staff and students are particularly supportive of the school. Their involvement has been demonstrated over the years through fund raising activities, involvement in special environmental projects, and expressed in attitude toward school surveys.

The school district has been generally very supportive of the school. The physical facilities are very adequate, fully carpeted and air conditioned. Our budget has always been adequate and has rarely been "cut" substantially from requested amounts.

This description makes obvious a number of constraints which must be allowed for. They are:

1. An image that, though not negative, does not provide for great community support and understanding of the school.

   The effect of this is that it is difficult to place students in exploratory or general work experience stations. Another

effect is that it is difficult to locate speakers to visit the school and meet with students.

2. A student body that grows in size throughout the year as new students enroll after being transferred to the continuation high school.

The effect of this is that it is virtually impossible to follow any form of group instruction in the "traditional lock-step" method. Instructional methodology must provide for individualization.

3. A structuring that is significantly different from that of a traditional comprehensive high school.

Students entering Del Paso High School are used to the methods of instruction and structuring of the traditional high school. The students require time to adjust and help in making that adjustment. Thus it is important that a substantial effort be made in the orientation process.

Staff:

Del Paso High School has a certificated staff of

five--four teachers and one principal/counselor. Each staff member was hired for academic expertise and ability to empathize with and counsel students. Such inclination and recognition of the importance of counseling make acceptance, by the staff, of the career guidance program concept very easy.

The principal/counselor had the necessary certification to function as a counselor plus the experience in counseling and the "world of work" to make the program "go."

Although there exist significant advantages in this situation, particularly in regard to staff attitudes and skills, certain constraints do exist.

1. The principal/counselor is the only staff member with a counseling credential, and carries the responsibility for administration and counseling, supposedly on a 50-50 basis.

   Theoretically, and for purposes of budgeting, one can divide time by percentages devoted to certain functions. However, to actually divide time and say this is the time set aside for counseling and this is the time set aside for administration is rarely possible.

It became clear to the staff and principal that such a forced situation would have to be engineered.

Discussion with the Superintendent, Dr. David L. Brown, did lead to the approval of an extension of counseling time to provide the equivalent of three-fourth a full-time counselor. However, as of this writing, such a person has not been designated by the principal

Method and Procedures:

Del Paso High School had followed the structuring of self-contained classrooms with no more than fifteen students enrolled in each class. Class assignment of students was made by the principal based upon student academic needs, areas of interest and the particular expertise of the teacher, and the compatibility of personalities of teacher and student.

Instruction was strictly personalized. The teacher and student contracted for defined learning objectives and the student held responsible for that learning. We might typify this as a "tutorial" system.

Extensive use was made of staff prepared Learning Activity Packages (LAP's).

Discussion with the staff during the planning process made apparent the staff's desire to continue with the same pattern and structure. It was their expressed belief that through small class size, and through the use of the self-contained classroom, they were better able to counsel, diagnose and remediate, and instill in the students a better attitude toward self and school. They also made apparent their desire for a greater emphasis upon orientation of the new student. They expressed the attitude that the career guidance program could fulfill at least the following functions:

1. An understanding of the "world of work,"
2. the development of a goal(s)--educational and vocational--within the student that would help motivate the student toward greater academic achievement,
3. the "training" of the students in how this particular school operates and how to meet the expectations and responsibilities placed upon them.

Materials:

Because of the nature of the enrollment process and the instructional strategy, it was necessary to develop instructional materials. The process was to develop a series of Learning Activity Packages (LAP's). The LAP's were designed to help students achieve the various objectives of the program and utilized the activities identified by the Advisory Committee.

A major constraint for any school wishing to follow this strategy is the time involved in writing and duplicating the materials. Del Paso High School had the advantage of having the three practicum participants dedicated to the implementation of the practicum and willing to spend the required time during the summer of 1975 to accomplish the writing.

The writing of LAP's, though not difficult, does take skill and training. The three participants had each been involved in such work in the past.

Parents:

Parental attitude toward the counseling function had been ascertained at the very beginning of the

practicum. The participants cannot stress enough the need for this type of input.

Student Population:

The student population has been described to some degree previously, especially in regard to attitudes. The students of Del Paso High School are in grades 9 through 12, ages range between 14 and 19. The range of reading ability and intelligence is similar to that of any high school. The motivation of students tends to be significantly lower than that of other high schools.

The materials developed, and the activities the students are to engage in, were developed expressly for the students of Del Paso High School. The methodology described in Chapter Four made certain of that being accomplished.

Facilities and Materials:

Del Paso had already designed and equipped a career center. New facilities and materials were not required.

PROGRAM IMPLEMENTATION: DEL PASO HIGH SCHOOL

The career guidance program was implemented at Del Paso High School on September 16, 1975, the first school day of the 1975-76 school year. The program was implemented in the manner identified above.

1. An orientation/guidance class--self-contained-- was organized by the principal/counselor.
2. All new students were/are programmed into the class for an undetermined amount of time.
   a. Students are enrolled in the class until such a time as the principal/counselor makes the judgment as to:
      1) What teacher they would work best with.
      2) How their interests--career and educational--match with the certificated staff.
      3) The degree to which the student has adapted to the structure and learning environment of the school.

b. Some students may spend two weeks with the principal/counselor, others may spend five or more weeks.

3. The class operates during the morning session only--8:30 a.m.-11:00 a.m.--which allows time for the principal/counselor to carry on his administrative functions.

4. The career concepts are taught through a sequential series of LAP's, each of which have measurable learning objectives and through which students can pace their own learning.

PROGRAM IMPLEMENTATION: EVALUATION

Once the process of the career guidance program is planned, the staff is ready to implement the process in the school setting. During this implementation unforeseen circumstances can cause the process to be implemented in ways that were not originally intended. These deviations from the original process plan will have an impact on the products. It is important for the staff to be aware of these deviations so that they

will know exactly what process produced (or did not produce) the final products. If aware of these deviations, it becomes possible to step in and make changes so that the process is being implemented as intended.

The following chart provides examples of decisions and information sources that would be important to consider in evaluating the program implementation stage.

PROGRAM IMPLEMENTATION/PROCESS

AREAS	Some questions to be considered	Where to look for information
Staff	Do staff members have the skills and attitudes intended in the process plan?	-Previous evaluation reports, personal interview, personal file, supervisor and staff comments. -Attitude measures, self-rating forms. -Day-to-day monitoring.
Methods & Procedures	What instructional procedures are actually being used in the classroom? Are these the procedures that were planned?	-Day-to-day monitoring. -Staff comments.

Materials	Have required materials been ordered? Have locally-prepared materials been developed on schedule?	-Calendar of activities associated with program planning document. -School Secretary -District Business Office. -Monitoring of staff activities.
Parents	Are parents aware of opportunities for parent participation in program? Do they have attitudes toward program that were expected?	-Parent questionnaires, record of parental participation in volunteer programs, parent comments to staff, parent interviews.
Pupil Characteristics	Are the actual characteristics of pupils in the program the same as those anticipated? Has baseline data been collected?	-Student records, baseline data results, interviews with program staff.
Facilities and Equipment	Has special equipment that has been ordered arrived? Are facilities working out as planned? Is the staff making effective use of equipment?	-School district warehouse, principal's secretary. -Staff comments. -Periodic classroom monitoring.

Identified Deviations at Del Paso High School:

Two significant deviations have already been

identified at Del Paso High School during the current school year--at present only into the fifth school week. They are: lack of required material and significant increase in enrollment above projection--one affecting the other.

Past history had indicated an average increase in enrollment of approximately six students during the first month of school. During the first month of school the enrollment increased by fifteen students--the maximum number of students enrolled to any one teacher. Since the principal/counselor was available only during the A.M. session, this meant the class was full extremely early. None of these students, in the principal/counselor's judgment, is yet ready to enter a regular classroom situation. Already in the first school week of the second school month an increase of five students occurred. This places the class size above the enrollment maximum as established by the school.

Methods are being considered to remedy this situation. At least three alternatives are being considered by the staff:

1. More complete screening of those students recommended for enrollment.
2. The possibility of shortening the time span in the class before moving the student into his regular class.
3. Enrolling the student immediately into the regular class and scheduling the student for a period of time per day into the career center.

Since the problem has just now become apparent, no decision has been made as of the writing of this report.

The second deviation concerns our anticipated needs for equipment. One of the major sources of career information is the Occupational Exploration Kit published by Science Research Associates.

This kit provides a means of "linking-together" the student's interests, achievement scores, and expected educational level to identify a number of careers and career areas that would be appropriate for the student. Unfortunately, it can be used by only one student at a time.

Suddenly, with the influx of new students, we

have a significant number of students who need to use the kit at the same time. We have only one and expected that that would be adequate. Experience now indicates it is not. Another kit is being ordered.

These two deviations are only examples of what can occur in implementing any program in career guidance. The best plans go astray and only through constant awareness of the deviations can adjustments be made.

SUMMARY

Career guidance programs in the smaller school and school district face problems unlike those of the larger schools and districts. The program cannot be merely a scaled down model of the program of larger schools. The program must be tailor-made for the school.

The program developed and implemented at Del Paso High School was custom made for the school. The practicum participants utilized a series of questions to analyze the needs of the school and to engineer a program that would be congruent with the school structure and operation.

The concern of the practicum participants is with developing model processes that are functional as well as with implementation. We suggest that the series of questions developed will provide others who wish to replicate the program with adequate information to design and evaluate their process.

Chapter Seven

PROGRAM IMPROVEMENT - CERTIFICATION

INTRODUCTION

The program improvement stage is necessary and yet it is sometimes omitted. It is often not necessary to wait a full year to make decisions relative to how the particular program can be improved. Quite often it is possible to reach decisions while the program is in operation regarding changes in the program that should result in a higher level of student performance.

Program certification is a stage that occurs at the end of the program when it is necessary to determine just exactly what student outcomes were achieved by the program. Questions such as: "To what extent did the program achieve the objectives?" and "Should we continue the program next year?" should be answered at this point.

PROGRAM IMPROVEMENT

The type of evaluation information gathered during this stage is related to determining the extent to which the process is actually making gains toward

achieving the objectives of the program. A given program may be implemented exactly as planned but still not reach intended objectives. It may be possible to take corrective action during the school year that will result in improved student performance. The staff, therefore, may wish to collect information about student progress (or lack of it) while the program is in operation in order to make decisions regarding the possibility of instigating changes in the process before the end of the program.

Example--Del Paso High School:

The process of the career guidance program at Del Paso High School consists of a sequential series of Learning Activity Packages (LAP's). The LAP's are designed to help students achieve the various objectives of the program.

To each LAP, the practicum participants attached a "Student Opinionnaire" (see page 117). The opinionnaire requested the student to comment on a number of items and provides feed-back for the improvement of the LAP's, thus of the process.

Student Opinionnaire

1. How did you like this package? _____

_____

Please circle the number you feel best describes how you feel about the questions below.

	Poor	Fair	Good	Very Good	Excellent
2. This package was interesting.	1	2	3	4	5
3. The material was easy to understand.	1	2	3	4	5
4. I really learned something from this package.	1	2	3	4	5

5. If you rated any item #1 or #5, would you explain why in the space below.

_____

_____

_____

_____

_____

Tentative Evaluation of the Process:

At the time of writing ten students have completed the first of the LAP's. This LAP provides for the administration of a values inventory, a discussion of that inventory with the counselor, and the listing of occupations that would fit the value system of the individual and a description/justification of that "mesh" to ascertain if the student really does understand.

In regard to question one on the Student Opinionnaire, "How did you like this package?" the responses were:

1. It was O.K. (3)
2. It was interesting (2)
3. Yes (1)
4. It helped me understand myself and careers (4)

At least 40% (4 of 10) did understand the purpose of the package and were willing to express it. The other comments, though extremely nebulous, lead one to question whether the purpose was really understood and whether the question asked got at the issue.

Combining this response to the responses on Questions four and five gives a little more insight. Question four asked the students to rate on a five point scale if learned something from the package. Two students rated the package as excellent in this regard, four rated it as very good, two rated it as good, two rated it as fair, and none rated it as poor. Question five asked the student to explain any item rated as #1 (poor) or #5 (excellent). One student, who had answered Question one with the word "interesting," made the comment: "I learned a lot of things about myself, things I care about and things I don't. You should explain things better and use less big words." The other student who gave the package a rating of five (excellent) commented as follows: "Because it let me know and find out about myself--something you can't do on your own."

At this point in the process we cannot make definitive statements about the process or any one of the packages. The purpose of the discussion above is to outline <u>one</u> means of in-progress evaluation that can provide information leading to process modification.

PROGRAM CERTIFICATION

Evaluation information is required in order to make decisions regarding the effectiveness of the program. Such information could lead to revision or cancellation.

Most guidance workers have been so completely occupied in establishing, expanding, and operating their programs that they have had little time to devote to evaluation. Moreover, many lack the research knowledge and skill necessary to make reliable evaluation studies. One problem is that guidance services in many schools are largely unorganized and their objectives have not been clearly defined and stated. Such programs defy evaluation.

Even in well-organized and well-operated guidance programs which apparently produce observable changes, it is difficult to conclude that these changes are the result of the program for the reason that many other parallel influences are brought to bear on the recipient. Also, some benefits of the program are delayed in materializing and evaluation studies generally have not been structured to measure long-term effects.

The practicum participants suggest that in order to justify (certify) continuation of the program, one must evaluate both the process (the activities that are being used to help students attain the desired outcomes of the program) and the products (the student behaviors that the program is attempting to produce).

We have already suggested one method for evaluation of the process--the use of the Student Opinionnaire. Another method is the use of the "Checklist for the Analysis of Existing High School Guidance Programs" (see Appendix, Exhibit A). Used as a pre-"test", the checklist would help identify areas still in need of improvement. Both methods are being used at Del Paso High School.

To evaluate the products of the program, the participants suggest that the following questions must be answered.

1. Do students who have had the benefit of the services know more about their abilities, interests, and limitations than those who have not?
2. Are they any better adjusted personally?

3. Do they have a better grasp and understanding of occupational opportunities and programs?
4. Do they make more realistic occupational choices?
5. Are their educational plans and aspirations more nearly in harmony with their career plans?
6. Do they remain in school longer and pursue their educational programs more purposefully?
7. Do they find jobs quicker and are they better satisfied with their work?
8. Are they better adjusted as home members and citizens?

Such questions are easy to raise, but difficult to answer. One method of evaluating, subjectively, is by having students in school, out-of-school youth and adults, parents, and employers react to questionnaires and rating scales constructed for the purpose of measuring attitudes and securing evaluation judgments.

Three questionnaires have been developed by the participants for evaluating the products of this practicum. All three are "long-term" instruments--intended to be used after a student has completed the

program--and no evaluative data is available at this time about the products. The three instruments--one for parents, one for students still in school, one for students who are out of school or have graduated--are included on the following pages.

CAREER GUIDANCE
FOLLOW-UP STUDY

STUDENTS REMAINING IN SCHOOL

Directions: Please fill in all the blanks below with the correct information.

1. NAME _____ AGE _____
   Last Name First Initial

2. PRESENT ADDRESS _____
   Number and street

   _____
   City State Zip Code

3. SEX ( )Male ( )Female

Directions: Answer the following questions.

4. As a result of the career guidance class, do you feel that you have a better understanding of your interests, abilities, values, and aptitudes.

   ( ) Yes
   ( ) No

5. As a result of the career guidance class, do you feel that you have a better understanding of occupational opportunities and programs?

   ( ) Yes
   ( ) No

6. How would you rate the value of the help which you received from the counselor(s) in choosing a career?

   ( ) High. They helped me as much as I needed.
   ( ) Average. They helped me some.
   ( ) Low. They didn't help me at all.

7. Are you now taking courses that you identified as necessary to your occupational choice(s)?

( ) Yes
( ) No

8. Do you feel that the career guidance class has had any effect on your attitude toward school and learning?

( ) Yes
( ) No

9. Has this effect been: (Check one or more)

( ) I see more value in my education.
( ) I am doing better in my classes.
( ) Little effect, but positive in nature.
( ) No change.

10. What can you suggest to improve the program?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

CAREER GUIDANCE
FOLLOW-UP STUDY

PARENTAL QUESTIONNAIRE

Directions: Please fill in the blanks below with the correct information and check (✓) in the appropriate places to answer the questions as they apply.

1. Student's Name: _____

2. Parents' Names: _____

Address: _____
Street and Number

_____
City State Zip Code

3. Has your son/daughter discussed the career guidance class with you?

( ) Yes
( ) No (If you answer is No, sign below and do not answer any other questions. Please return the questionnaire).

4. If the student has expressed an attitude toward this class, is the attitude:

( ) Positive
( ) Negative
( ) No expression of attitude

5. In your opinion, does the student now have a more realistic understanding of his interests, aptitudes, abilities, values, etc.?

( ) Yes
( ) No
( ) No opinion

6. Has the student demonstrated a greater understanding of occupational opportunities?

( ) Yes
( ) No
( ) No change

7. In your opinion, is the career choice the student has expressed a rational one for the student's abilities, aptitudes, etc.?

( ) Yes
( ) No

8. Has there been any increase in interest toward school and learning demonstrated?

( ) Yes
( ) No

9. If there has been change in behavior and attitude demonstrated at home, is this

( ) Positive
( ) Negative
( ) No change

10. From your observation, has the career guidance program been beneficial?

( ) Yes
( ) No
( ) No opinion.

_____
signature

FOLLOW-UP STUDY

FORMER STUDENTS
(Tentative Draft)

Directions:

Please fill in the blanks below with the correct information and check (✓) in the appropriate places to answer the questions as they apply to you. Be sure to READ and respond to each question which applies to you.

1. Name _____ Age____
   Last Name First Initial

2. Present Address _____
   Street and Number

   _____
   City State Zip Code

3. Sex: ( ) Male ( ) Female

4. Married? ( )Yes ( ) No

5. What grades did you complete in the Walnut Valley Unified School District? (Circle all grades completed here)

   K 1 2 3 4 5 6 7 8 9 10 11 12

6. What is the highest grade you have completed up to this date? (Circle only one).

   In Secondary School - 9 10 11 12

   In College - 1 2 3 4 5 or more

7. If you attended Del Paso High School and dropped out before graduation, why did you drop out?

   ( ) Question does not apply to me
   ( ) Moved to another community
   ( ) Got married

( ) Financial problems
( ) Lost interest in school
( ) Wanted more practical education
( ) Had to go to work to help support my family
( ) Other reasons (Explain)_____

_____

_____

8. If you are <u>now</u> enrolled in any school, for what occupation or profession are you preparing? (If you are <u>not</u> in school skip this question)

_____

_____
Name the occupation or profession

9. Is that occupation identified above, one of the occupations you identified as part of your career guidance program at Del Paso High School?

( ) Yes
( ) No

10. How would you rate the <u>value</u> of the help which you received from the counselor(s) in choosing a career?

( ) High. They helped me as much as I needed.
( ) Average. They helped me some.
( ) Low. They didn't help me at all.

11. What is your <u>present</u> employment status? (Check <u>one</u>)

( ) Housewife only
( ) Housewife employed part-time
( ) Housewife employed full-time
( ) Serving in the armed forces
( ) In school full-time
( ) Student employed part-time
( ) Student employed full-time
( ) Employed full-time
( ) Employed part-time
( ) Presently unemployed

12. How do you like your present job? (If unemployed, answer with respect to your last job).

( ) Like it very much
( ) Like fairly well
( ) I don't like it
( ) Am a full-time student--never held a full-time job

13. How long were you out of school before you got your first steady, full-time job? (Check only one)

( ) Got my first full-time job immediately after leaving school
( ) Did not find full-time employment for a month
( ) Did not find full-time employment for two months
( ) Did not find full-time employment for more than four months
( ) Entered college--did not look for a job
( ) Entered the Armed Services immediately after leaving high school
( ) Got married--did not look for a job
( ) Others (Explain)_____

_____

_____

_____

14. Is your present job one you identified in the career guidance class?

( ) Yes
( ) No

SUMMARY

The processes used to implement the career guidance program have been identified and evaluated throughout this report. The final stage--certification --can only be accomplished after evaluative information is gathered and this data can only be gathered some time after the program has been implemented.

The participants cannot evaluate the process to gather this information at this time. How much useable information we will be able to gather, how well the instruments get at the significant questions, and what revision will be necessary can only be determined at a later date.

Chapter Eight

CONCLUSION

OBJECTIVES OF THE PRACTICUM

The practicum participants undertook this project with the belief that students were not receiving adequate career guidance. Documentation confirming this belief has been presented in this report. We made the assumption that at least one reason for this was that those responsible for developing and implementing such a program were uncertain about what should be included in such a program and how to organize such a program.

Therefore we established as our objectives, accepted by Nova University, the following:

a) the development of a model for career guidance and counseling for the secondary (high school) level;

b) the implementation of that model;

c) the articulation of the model and processes leading to implementation and evaluation through this report and a "how-to" book that would spell out the necessary steps.

We directed our attentions to the problems faced

by the smaller high schools--those with an enrollment of less than 300 Average Daily Attendance. Such schools, which exist in considerable numbers, face problems considerably different than larger schools and school districts.

Recognizing that evaluation of the products of such a program would not be possible in the time-span of the practicum, we directed our attention to evaluation of the processes. Our concern was with evaluating developed processes as to their utility in the establishment of a program in one trial situation and carry-over utility in similar situations.

We suggested in our practicum proposal that the activities in developing a career guidance program fall into five stages: 1) Needs Assessment; 2) Program Planning; 3) Program Implementation; 4) Program Improvement; and 5) Program Certification. Chapters in this report define and explicate exactly what processes and evaluation studies were conducted in each stage.

This chapter reviews, in brief outline, the processes followed and compares our progress with that suggested in the practicum proposal.

PROCESS REVIEW

Chapter One of this report reviews the need for career guidance and sets forth the objectives of the practicum. The purpose of the chapter is to support our contention that students have not been receiving career guidance services and that the need does exist. Chapter Two is a quick review of the theory of career development. The purpose of the chapter is to paint, in broad strokes, the range of concerns and to set the stage for an adopted model that, we suggest, synthesizes the theories.

Chapter Three contains the model adopted. We do not argue that this is the best model extant. We would argue that it is an acceptable model--one that can be operationalized in many ways and one that has received accord by many within the state of California.

The fourth chapter concerns Needs Assessment. We suggest that a school following our processes must consider (1) whether there is a need for a program, what materials and hardward needs the particular school has, and what career development concepts are to be emphasized.

Needs assessment instruments are identified for

use with both students and parents. The instruments are contained in the Appendix to this report. The results of the assessment are detailed in the chapter. An inventory/analysis instrument for evaluating existing guidance programs was also identified and is contained in the Appendix. A methodology for determining which concepts within the model are to be emphasized is explicated also.

The chapter provides any school wishing to replicate the processes with adequate instruments and information to replicate. We suggest that this step is the first step in the development of a program.

Chapter Five concerns the second stage or second step in developing a career guidance program. This is the Program Planning stage. For clarity we divided the discussion into three central functions of the guidance service: (1) counseling, (2) individual inventory service, and (3) the information service.

In the section on counseling we suggest the purposes of counseling and the model provides a framework by which to accomplish these purposes. Discussed in depth is a method for developing the specific learning objectives. We feel that it is extremely

important that measurable objectives be developed in order for the guidance program to be evaluated. The method is explicated.

The process was used and evaluated. Again, we are concerned with the process--how it was accomplished --rather than the product--what objectives were developed. The discussion, thus, revolves around which particular method provided the greatest amount of input and was most acceptable to the participants. Following the suggestions made in this report another school or school district could receive the necessary input in developing their own program.

The section on the individual inventory service does not attempt to enumerate and describe the multiplicity of testing devices that could be used. We feel that most schools and states have established testing programs, that most school guidance workers are familiar with tests and measurement, and they need to be aware of two additional elements. These are relevance and communication. We merely make the point that whatever tests are used they must fit the needs of the particular program and the situation of the particular school. We also make the point that the results are useful to

students only if they are communicated.

The section on the information service suggests the functions of career information following Isaacson. Rather than listing within the report the necessary materials for a guidance program, we provide in the Appendix an 83 page document that enumerates a multiplicity of suggested materials. The "Inventory/Analysis of Existing Guidance Programs" helps the guidance personnel identify needs and the "Guidebook" provides a listing from which materials for ordering can be identified.

We also recommend a method for gathering information about community resources. A speaker information packet is included and a student listening guide is provided for career presentations.

Chapter Six deals with the implementation stage. We suggest and outline some questions that must be considered in the program planning stage leading to implementation. We work through each of these questions as the administrator and staff of Del Paso High School did. We readily acknowledge that the programs developed in different schools will be significantly different. However, only by following the outline will a school be able to define its manner of implementation.

Deviations may occur from the original implementation plan. We suggest, again, a number of questions to be considered and where to look for the information that will suggest why the deviations occurred and how to rectify these deviations. We suggested that two deviations occurred at Del Paso High School and that the staff is looking at three alternatives to remedy the situation.

Program improvement is the fourth stage or step in the process. Since every school will follow a different pattern of implementation a "set" manner of evaluation for improvement is not possible. We discuss the process used at Del Paso High School and suggest a tentative evaluation of that process.

Program-certification, the last stage, concerns itself more with the product than processes. Our concern is with the processes to obtain information about the product--the specific student outcomes. We list a number of questions to be answered. We suggest that one method is through the use of questionnaires. We developed three instruments (a student questionnaire, a parent questionnaire, and a "follow-up" instrument) that will be used at Del Paso High School to evaluate if

the program is achieving success with students. Another school, using these instruments as a point-of-departure, can develop their own instruments, and, given that information, re-evaluate the program, modify, or cancel. That type of judgment is made a significant amount of time after the program is implemented and, therefore, we cannot make any judgment about the success of our program at Del Paso High School at this time.

A model was identified and validated. A process for implementing a guidance program has been developed and a career guidance program has been implemented following that process. Where possible the process has been evaluated at every step. Information gathering methods and devices have been developed for the particular program at Del Paso High School and could be used by those replicating. This practicum report spells out the process.

IMPROVEMENT IN THE EDUCATIONAL SYSTEM

This practicum addressed the problem of process, and, as has been mentioned, it is too early to make statements concerning the product. However, it is

evident to the participants that the program has resulted in significant improvement in the educational program at Del Paso High School. Such improvement has occurred in two areas: 1) additional services for the students, and 2) curriculum improvement and expansion.

Additional Services to Students:

Prior to the introduction and implementation of this program the students did have available a career center. Since the introduction of the program, and as a direct result of the program's implementation, new services have been offered.

Because of the needs of the program the amount of materials--information--available for students has been increased. Information received often lists other sources. We have utilized these sources to continuously update our information and increase the amount of information. The new information often suggests additional job titles and sources. Thus, the program becomes one of a continuous upgrading of materials, sources, and expansion of job title opportunities.

A second result of the program has been an expansion in the direct counseling services available to

the students. Prior to the introduction of the program a counselor was available for the students but not for a definite period of time each day. With the new program the counselor/principal is assigned to the career center/classroom for a set amount of time. As the school has continued to grow in the number of students enrolled it has been necessary to assign another counselor/teacher to the career center/classroom for an additional amount of time. Another "section" of the career guidance class is now open. In effect, the career center is now staffed during the entire school day.

A job placement service has been added to the program. The Walnut Valley Unified School District, in conjunction with the state of California Department of Human Resources, is now providing a Youth Employment Counselor. The counselor is on campus for at least two hours per week and it is his function to aid students in finding and securing employment--both full- and part-time. A significant number of students have been placed. Along with placement for General Work Experience, the program has helped us to identify Exploratory Work Experience stations.

The community survey (see Appendix, Exhibit G) identified a number of resources within the community who would be willing to become involved in a work experience program. Students, because of the program, are able to identify their career goals. We are now able to coordinate career goal with work situations and place some students in an Exploratory Work Experience situation. The student is able to experience the occupational role for a given period of time--without compensation--and, more rationally, begin making a determination if that career really does fit his particular characteristics. The number of students involved is small at this time but more than we had before and growing.

Curriculum Expansion and Improvement:

The program has affected the curriculum in two significant ways: 1) student recognition of areas of personal learning needs, and 2) provided a means to identify priorities in curriculum development and staffing.

Students, generally, enter the program with some conception of an occupational goal. Through the

testing service we are able to help them identify their values, interests, aptitudes, academic strengths and weaknesses. Many students find that their original conception is not realistic unless they improve their skills in particular areas. We are finding that students are more willing to undertake certain learning tasks because they have recognized that it is necessary for that particular occupation.

A second result of the program, in the area of curriculum, has been the means by which to establish priorities for curriculum development and expansion in staffing. This was an unanticipated result that soon became apparent.

Learning Activity Package Action 2 requires the student to identify the courses that he will take during his high school years to prepare himself for three occupations of his choice. We have begun to make a list of the courses--elective courses--and tabulate the number of students identifying those courses. The choices provided for the student include more courses than we presently offer. If we find that students are identifying, in a significant number, courses which we do not presently offer, direction is given to the staff

for curriculum development. If, at the same time, students are identifying courses which are offered but are "weak," we have information by which to begin expanding and improving that particular course or subject area.

We have found, for example, that more students than we ever thought are interested in occupations involving social work and counseling. One subject area that is "required" for many occupations in that area is sociology, a course we offer but that is "weak." We are now in the process of upgrading that particular course as a direct result of the career guidance program.

This program was developed for the small high school. Every small high school has a similar problem--when adding staff, what areas should be expanded or added. For the small school this is a major decision and one that must be made rationally and, when presented to the Board of Education and Superintendent of Schools, must have ample justification. Quite often advisory committees made up of students, parents, and staff are utilized in this decision. Often questionnaires are filled out by parents and students and this is the basis for such a decision. More often, the site administrator

recognizes a need--a "seat-of-the-pants" recognition--and acts on that intuitive feeling. The program at Del Paso High School allows for a recognition of need on a much more systematic level and a justification based on the identified needs of students.

We have developed a very simple methodology. Given that each student must identify three occupational goals, we can utilize a matrix to identify where the greatest need is. Thirty-three students have now completed the career guidance program. We have taken their preferred occupations (3) and, simply, made a matrix of occupational cluster and number of students interested in occupations within the cluster. The matrix identifies the areas that need expansion and/or additional staffing. We feel that this method of identifying need--student need--provides the best possible justification for expansion and/or addition (see matrix on page 149).

Cluster	Grade 9		Grade 10		Grade 11		Grade 12		Total
	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	
I		2		1	1	2		1	7
II	5		3		3		3		15
III	2	3	1	1		1	2		12
IV		3		2		4		2	11
V	2		1						3
VI		3		1		2			6
VII	2	3		2	2	2		1	12
VIII			2				1		3
IX			1						1
X		2							2
XI									0
XII	2	1	1	1			1	1	7
XIII						2			2
XIV	3	1	3	2	5	2	2	1	19
XV		1							1

DISSEMINATION OF THE MODEL

Dissemination of the model has and is occurring on many fronts. A number of substantial efforts have been made by the participants with significant success.

Mr. Richard Stevens presented the program to a group of teachers, counselors, and administrators at the California Continuation Education Association Conference on November 22, 1975. The presentation was well received and a number of people in the continuation education "community" have visited the school, viewed the program, and are considering adopting and adapting the program in their schools. On March 6, 1976, Mr. Stevens will present the program for the Association of California School Administrators (see copy of letter, page 151). That presentation will reach another thirty to forty people.

Mr. Richard Whiteside has been instrumental in having parts of the program adopted by the SELF school, an alternative high school, in the Irvine Unified School District, Irvine, California. Mrs. Elaine Anthony, Dean of Counseling, has already begun implementing portions of the program at SELF.

ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS

Region 15

November 6, 1975

TO: Mr. Richard Stevens, Principal

FROM: William W. Norin WWN

SUBJECT: Participation in ACSA Region 15 Curriculum Workshop
March 6, 1976 - Hilton Hotel, Pasadena

You have been recommended to us as a person who could provide a worthwhile presentation about a new, exciting, creative, educational program which you have in your school, specifically your Individualized Career Exploration Program.

ACSA Region 15 is planning a Curriculum Workshop to be presented on Saturday, March 6, 1976, from 9:00 a.m. to 1:00 p.m. at the Pasadena Hilton Hotel. We would like you to be a presentor at the workshop.

Would you be willing to share your program with your colleagues with special emphasis on how you, as a leader were able to get the program started in your school? We are particularly interested in hearing how you helped your staff in changing program direction. You would be expected to make (one, two, three) forty-five minute presentations with 30 to 40 people at each presentation.

You would, of course, be our guest at the luncheon at the close of the workshop at which James Olivero from Nueva Day School will speak. In addition, you or your team will receive $25.00 to help defray expense of preparing materials to be distributed (approximately 40-80-120 copies).

If you are willing to share your program with your colleagues, please complete the enclosed form and return it to the address indicated before November 15, 1975, so your name and presentation can be included in the printed program for the workshop. If you cannot participate, it is imperative that you contact me immediately so I can obtain an adequate substitute (213-966-8331, ext. 206-207).

If you have any questions, please do not hesitate to call me.

WWN:lmg 10:00 - 10:45 AM

Mr. Willis E. Flanagan has been instrumental in having Indio High School, Desert Sands Unified School District (Indio, California) adopt and implement the program. The Desert Sands Unified School District has also decided to submit a federal project proposal under ESEA Title IV to facilitate the full implementation of the program (see copy of letters, and newspaper article, pp. 153-155). The acceptance of the program and model by the Desert Sands Unified School District is gratifying to the practicum participants and a significant step in dissemination.

If funding is received for the project, and if the project is successful at Indio High School, it is quite possible that additional funding will be received for dissemination throughout the state. All would have been as a direct result of this practicum.

Desert Sands Unified School District

December 5, 1975

Director of Practicums
Nova University
Fort Lauderdale, Florida 33314

Dear Sir:

At a regular Board Meeting held on Tuesday, November 25, 1975 the Board of Education of the Desert Sands Unified School District approved the implementation of the Career Guidance Program as recommended by the Principal Richard D. Carroll and Assistant Principals Willis E. Flanagan and Marilyn Masten.

The Board of Education also approved the preparation and submission for further consideration by the Board of a federal project under ESEA Title IV to facilitate the full implementation of the Career Guidance Program including materials, equipment, staffing and evaluations.

Very truly yours,

HAROLD SCHOENFELD
District Superintendent and
Secretary to the Board of Education

HS/gr

cy: W. E. Flanagan

INDIO HIGH SCHOOL

the [illegible] report of the implementation at Del Paso High School and the involvement of Willis S. Flanagan in the process. For the practicum, it is decided to consider the implementation of the Career Guidance program at Indio High School in the Desert Sands Unified School District.

It is also decided to submit a Federal Project under ESEA Title IV to further facilitate full implementation of the program and obtain necessary materials, equipment and staffing and provide for full evaluation of the program. The process as developed seems to be adaptable to our district needs as a result of the district needs assessment survey taken in 1974, results of the accreditation report of 1975, and a parent survey taken on November 7, 1975 at an Open House, to determine whether parents felt this implementation was needed. The results of 109 answers was 101 to 8 for the program.

Very truly yours,

Richard D. Carroll

Richard D. Carroll, Principal
Indio High School

Indio High to Seek Grant For New Guidance Program

career interests. Students will then be provided with learning activity packages.

He said the tests will help identify abilities to match to career interests. Students will then be provided with learning activity packages.

He said the career guidance lab now at Indio High School directed by Dr. Don Beatty is one of the best in the state, but the counselors do not have time to identify students who need counseling about their goals.

The students that now use the

He said he found out several years ago that many students were floundering in high school because they had no career goals.

He said a simple test of 25 questions can be administered and run through a computer to help identify students who need guidance.

Flanagan estimated that by 10th or 11th grade it is too late to make this kind of career identification.

He said the identification of students with no goals should be made as early as the ninth grade.

Then he pointed out, classes could be arranged to fit the career goals. He said he found it did make a difference in a student's performance if he or she knew why a class had to be taken.

He estimated 60 or 70 per cent of the high school's ninth graders probably would need the special attention of a counselor.

The present ratio of students to counselors is approximately 450 to 1 at Indio High School.

Flanagan said if approved, the new program would bring a specially trained career guidance counselor to Indio High School. He said he felt the person should be from private industry to better relate to the complex job market facing students.

The new counselor would be able to help a student select classes that would lead him to a specific career.

PARTICIPANTS ROLES

All three participants have played a significant role in carrying out this practicum. It has been time consuming and a learning process. Unforeseen difficulties occurred which had a significant impact on the time plan for concluding the practicum. This, perhaps, was one of the most significant learning experiences--that you can't always plan for these events but must be willing to adapt and continue. We did so.

All three participants were involved in researching the concept of career guidance and the theories of career development. A number of meetings were held in which we discussed the different concepts of career development. Feeling that we had an adequate knowledge we researched a number of different models of career education and career guidance. We chose the one model that we felt was best and together decided on the method of validating the model.

Receiving validation we discussed and decided upon the methods to be employed to get to the implementation process. Each participant carried out a needs assessment process at their respective schools. Each helped the others evaluate the existing guidance program.

At this point, it was necessary to change plans and move the remaining portions of the process to Del Paso High School. At this point Mr. Flanagan and Mr. Whiteside acted as consultants and Mr. Stevens as the facilitator. It became evident that implementation would be impossible until September of 1975. The activities and objectives were not identified until late in the 1974-75 school year.

During the summer of 1975, the participants met weekly to continue planning and write the Learning Activity Packages. These were compiled and ready for student use on the first day of school of the 1975-76 school year.

Writing as a team is a virtual impossibility. Our individual styles and phrasing are so different that it was decided to divide the writing tasks. Richard Stevens wrote the practicum report. The report would provide the outline for the "how-to" book which would be written jointly by Mr. Flanagan and Mr. Whiteside. Their task would be divided by chapters. Those chapters that are prepared are included in the Appendix to this report.

Each participant in the practicum played a significant role and was observed and evaluated. Copies of letters concerning the participants are included (see pp. 153, 154, 159, 160).

December 18, 1975

Sam O. Kaylin
Associate in Practicums
Practicums Department
National Ed. D. Program for Educational Leaders
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Sir:

During the past year I have observed the time, effort and research Mr. Whiteside has put forth in this project. I have read the report and reviewed the learning activity packages that the participants prepared.

Due to unforeseen changes in attitude of our present school board regarding career education and our continuation school, the implementation has been delayed. My recommendation is that the project be adopted and I think it has an excellent chance in the future. I am sure that this program will have an impact on the total curriculum and will be a viable help to students in establishing career goals.

Thank you,

Dick Dunnink

Dr. Dirk Dunnink
Assistant Director, Career Education/ROP
Santa Ana Unified School District
1405 French Street
Santa Ana, California 92701
714-558-5724

January 27, 1976

Dr. S. Kaylin
Director of Praticums
National E.D.D. Program
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Dr. Kaylin:

This is to verify the completion of the project in Career Guidance by Richard Stevens. The work has been an on-going study with materials being developed. We feel this has been one of the better things done in our district and has added to the total program.

Mr. Stevens developed a model and was able to implement it with ease. His school needed this type of information and program in order to insure students had a familiarity in the area of careers. We found our students had previously been seriously lacking in this aspect.

Steve has also conducted workshops for other small high schools to explain his model and how the program was being carried out. He is presenting a section in a workshop for Region 15 of the Association of California School Administrators to develop the concept for a wider audience.

In my opinion the work accomplished by Steve has been excellent. I would highly recommend your acceptance as part of the requirements due towards the completion of his doctoral program.

Sincerely,

Jack W. Jolley
Assistant Superintendent
Educational Programs and Services

JWJ:em

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